

# GRADUATE CATALOG 2010-11

**WEST CHESTER UNIVERSITY**  
*of PENNSYLVANIA*









# Graduate Catalog 2010-2011

The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the University. West Chester University reserves the right to change any provisions or requirements at any time. An electronic version of this catalog also is available on the University's Web site: [www.wcupa.edu](http://www.wcupa.edu).

## Vision Statement

West Chester University will be a national model for excellence for public regional comprehensive universities especially noted for:

- Undergraduate programs that actively engage students in connecting the life of the mind to the world in which they live and work.
- The responsiveness of its graduate and post-baccalaureate programs to regional needs.
- Its focus on providing lifelong-learning, technical, and applied skills essential to graduates' success now and in the future.
- A commitment by faculty, staff, and administrators to provide access and to serve effectively the educational needs of a diverse student body.
- Its role as a leading educational and cultural resource and partner in fostering the economic, social, and cultural vitality of southeastern Pennsylvania.

## The West Chester University Mission Statement

West Chester University, a member of the Pennsylvania State System of Higher Education, is a public, regional, comprehensive institution committed to providing access and offering high-quality undergraduate education, select post-baccalaureate and graduate programs, and a variety of educational and cultural resources for its students, alumni, and citizens of southeastern Pennsylvania.

## The West Chester University Values Statement

West Chester University is committed to attracting, enrolling, and graduating quality students from a wide variety of educational, cultural, and economic backgrounds. This endeavor requires the University to attract and retain highly qualified faculty and staff and to provide each member of the University community with learning and leadership development opportunities. To this end, the University supports and encourages programs which benefit all people and which seek to eradicate discrimination and injustice. We treasure what we believe to be the highest principles of American society: the worth and uniqueness of each individual, the belief that success is to be earned by individual effort put forth in an environment founded on equality of opportunity, and the appreciation of the ideal of an inclusive society.

We believe that it is incumbent upon all members of our community – staff, students, faculty, and administrators – to conduct themselves with civility toward one another at all times. We value the special talents and contributions of each member of our community. We further affirm the worth and dignity of each member and the shared responsibility of all to treat each other as individuals, with respect and courtesy.

As a university owned by the citizens of Pennsylvania, we value our mission to provide the best educational opportunities possible which will enable the University community to successfully address the concerns of a global society. To this end, West Chester University seeks to provide diligent advising for students and to focus on teaching students to think clearly and critically, to make logical and ethical judgments, and to communicate effectively with others.

West Chester University's community strongly supports the principles of academic integrity and academic responsibility, viewing both as the province of every member of the campus community. We hold the highest esteem for teaching directed toward student learning and affirm that mastery of content as well as mastery of teaching skills necessary to communicate such content are paramount.

This values statement is intended to be a living document which will serve West Chester University as it changes and evolves in the coming years.



## Communications Directory

MAILING ADDRESS:	West Chester University West Chester, PA 19383
TELEPHONES:	Dial 610-436 plus number in parentheses. For offices not shown here, call the University Information Center: 610-436-1000.
Admissions	Office of Graduate Studies and Extended Education, McKelvie Hall (2943)
Adult Studies	Office of Graduate Studies and Extended Education, McKelvie Hall (1009)
Affirmative Action	Office of Social Equity, 13/15 University Ave. (2433)
Billing/Payments	Office of the Bursar, 25 University Ave. (2552)
Bookstore	Student Services Inc., Sykes Student Union (2242)
Careers/Placement	Twardowski Career Development Center, Lawrence Center (2501)
Counseling	Counseling Center, Lawrence Center (2301)
Financial Aid/ Work Study	Office of Financial Aid, 25 University Ave. (2627)
Graduate Studies/ Catalogs	Office of Graduate Studies and Extended Education, McKelvie Hall (2943)
Housing	Residence Life and Housing Services, Lawrence Center (3307)
Police	Public Safety Department, Peoples Building (3311)
Public Relations and Marketing	Office of Public Relations and Marketing, 13/15 University Ave. (3383)
Scheduling/Registration	Office of Graduate Studies and Extended Education, McKelvie Hall (2943)
Services for Students with Disabilities	Office of Services for Students with Disabilities, Lawrence Center (2564)
Student Services, Inc.	Sykes Student Union (2955)
Summer Sessions	Office of Graduate Studies and Extended Education, McKelvie Hall (2943)
Teacher Certification	Teacher Education Information and Advise- ment Center, Recitation Hall (2426)
Undergraduate Catalogs	Office of Admissions, 100 West Rosedale Ave. (3411)
University Events/ Student Activities	Student Programming Dept./Student Activities (2983)

### Nondiscrimination/Affirmative Action Policy

West Chester University is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the University will make every effort to provide these rights to all persons regardless of race, religion, sex, national origin, ancestry, age, sexual orientation, disability, veteran status, or other protected-class status. This policy applies to all members of the University community including students, faculty, staff, and administrators. It also applies to all applicants for admission or employment and all participants in University-sponsored activities.

West Chester University will take all necessary steps to

1. Recruit, hire, utilize, train, and promote for all job classifications without regard to race, religion, sex, national origin, ancestry, age, sexual orientation, disability, veteran status, or protected-class status.
2. Recruit and admit students without regard to race, religion, sex, national origin, ancestry, age, sexual orientation, disability, veteran status, or other protected-class status.
3. Base decisions on selection, employment practices, employee utilization, job training, career mobility, promotion, program operations, and services provided so as to further the principles of equal opportunity and affirmative action.
4. Create and maintain a climate free from discrimination and harassment of any individual.
5. Create and maintain a climate free from sexual harassment of any individual.
6. Make every effort to increase the admission and employment opportunities for qualified persons with disabilities.
7. Assure that reasonable accommodation will be made for all the physical and mental limitations of qualified individuals.
8. Assure that in offering employment or promotion to persons with disabilities, no reduction in compensation would result because of disability, income or other benefits.

This policy is in compliance with federal and state laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1972, Americans With Disabilities Act of 1972, Americans With Disabilities Act of 1990, and Executive Order of the Governor of Pennsylvania.

Overall responsibility for the implementation of the affirmative action-equal opportunity policy has been assigned to the director of social equity. Any individual having suggestions, problems, complaints, or grievances with regard to equal opportunity or affirmative action is encouraged to contact the director of social equity, 13/15 University Avenue, Room 100, 610-436-2433.

### Sexual Harassment Policy

West Chester University is committed to equality of opportunity and freedom from unlawful discrimination for all its students and employees. Sexual harassment is a form of unlawful discrimination based on sex and will not be tolerated in any form by faculty, staff, students, or vendors. Upon official filing of a complaint, immediate investigation will be made, culminating in appropriate corrective action where warranted, which may include termination of the relationship with the University. Retaliatory actions against persons filing a complaint of sexual harassment, or any person cooperating in the investigation of a complaint, are also prohibited. Acts of retaliation shall constitute misconduct subject to disciplinary action.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other harassing conduct of a sexual nature. Sexual harassment occurs when

1. submission to the unwelcome conduct of a sexual nature is made either explicitly or implicitly a term or condition of an individual's employment or status in a course, program, or activity;
2. submission to or rejection of the unwelcome conduct of a sexual nature by an individual is used as the basis for an academic or employment-related decision affecting such an individual; or
3. the unwelcome conduct of a sexual nature is sufficiently severe, persistent, or pervasive as to substantially limit or interfere with an individual's work, educational performance, participation in extracurricular activities, or equal access to the University's resources and opportunities; or
4. such conduct creates an intimidating, hostile, or abusive living, working, or educational environment.

This policy is not intended to interfere with the protections afforded by law to freedom of speech. Additional information, including examples of what constitutes sexual harassment, is available from the Office of Social Equity. Individuals who believe themselves to have been sexually harassed, or who have questions about the University's policy on this matter, should contact the director of social equity, 13/15 University Avenue, Room 100, 610-436-2433.

### ADA Policy and Accommodations

The University's complete ADA Policy Statement and commitment to accommodations compliances are on page 25 of this catalog.

### Accreditation

West Chester University is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market St., Philadelphia, PA 19104-2680, 215-662-5606. Academic program accreditations include the Accreditation Council for Continuing Medical Education (AACME), American Chemical Society (ACS), American Council on the Teaching of Foreign Languages (ACTFL), American Orff Schulwerk Association (AOSA), American Speech-Language-Hearing Association (ASHA), Association to Advance Collegiate Schools of Business (AACSB), Commission on Accreditation of Allied Health Education Programs (CAAHEP), Commission on Accreditation of Athletic Training Education (CAATE), Commission on Accreditation of Dietetic Education (CADE), Commission on Collegiate Nursing Education (CCNE), Council for Accreditation and Related Educational Programs (CACREP), Council on Education for Public Health (CEPH), Committee on Accreditation for Respiratory Care (CoARC), Council of Social Work Education (CSWE), Forensic Education Program Accreditation Commission (FEPAC), International Reading Association (IRA), National Association of Schools of Music (NASM), National Association for Sport and Physical Education (NASPE), National Council for the Social Studies (NCSS), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Environmental Health Science and Protection Accreditation Council (EHAC), and National Science Teachers Association (NSTA), Organization of American Kodaly Educators (OAKE). West Chester University's professional education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Pennsylvania Department of Education (PDE) to recommend candidates for certification.

**The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the University. West Chester University reserves the right to change any provisions or requirements at any time.**



# Contents

Communications Directory .....	ii	Counselor Education .....	49
Graduate Programs of Study .....	2	Criminal Justice .....	51
Graduate Studies at West Chester .....	3	Early and Middle Grades Education.....	53
Admission .....	4	(Early Childhood and Elementary Education Programs)	
Good Standing, Academic Probation, Degree		English .....	57
Candidacy, and Degree Requirements .....	7	Geography and Planning .....	62
Fees and Expenses .....	8	Geology and Astronomy .....	63
Financial Aid .....	11	Health .....	65
Academic Information and Regulations .....	15	History .....	69
University Services and Student Living .....	26	Holocaust and Genocide Studies .....	71
Structure of the University .....	31	Kinesiology .....	71
Programs of Study and Course Offerings.....	31	Languages and Cultures .....	74
Guide to the Catalog.....	31	Leadership for Women.....	76
Administration .....	32	Linguistics .....	77
Certificate in Administration .....	32	Literacy .....	78
Human Resources Management .....	33	Mathematics .....	80
Individualized Concentration .....	33	Music .....	82
Nonprofit Administration.....	34	Applied Music.....	83
Training and Development .....	34	Music Education .....	86
Leadership for Women.....	34	Music History and Literature .....	88
Long-Term Care.....	34	Music Theory/Composition .....	89
Public Administration.....	34	Nursing .....	90
Regional Planning .....	34	Philosophy .....	92
Sport and Athletic Administration.....	34	Political Science .....	94
Anthropology and Sociology .....	35	Professional and Secondary Education .....	95
Art .....	35	Psychology.....	97
Biology .....	36	Social Work – Graduate .....	102
Business.....	38	Special Education .....	102
Master of Business Administration Program .....	38	Teaching English as a Second Language.....	104
Accounting .....	40	Theatre and Dance .....	105
Economics and Finance .....	40	Women's Studies .....	105
Management .....	41	Commonwealth of Pennsylvania .....	106
Marketing .....	41	Administration .....	107
Chemistry .....	42	Faculty.....	108
Communication Studies.....	43	Academic Calendar .....	123
Communicative Disorders.....	45	University Policy for Storm Closings .....	123
Computer Science .....	47	Index .....	124



# Graduate Programs of Study

## Administration

M.S.A. (Concentrations: Human Resource Management, Individualized, Leadership for Women, Long-Term Care, Nonprofit Administration, Public Administration, Regional Planning, Sport and Athletic Administration, Training and Development)

Certificate in Administration

Certificate in Gerontology

Certificate in Human Resource Management

Certificate in Leadership for Women

Certificate in Nonprofit Administration

## Biology

M.S. Biology (thesis)

M.S. Biology (nonthesis)

## Business

M.B.A.

## Communication Studies

M.A. Communication Studies

## Communicative Disorders

M.A. Communicative Disorders

Certification in Speech Correction

## Computer Science

M.S. Computer Science

Certificate in Computer Science

Certificate in Computer Security

Certificate in Information Systems

Certificate in Web Technology

## Counselor Education

M.Ed. Counseling: Elementary School Counseling

M.Ed. Counseling: Secondary School Counseling

M.S. Counseling: Higher Education/Student Affairs

Certificate in Professional Counseling Licensure Preparation

Specialist I Certificate in Counseling (Elementary or Secondary)

## Criminal Justice

M.S. Criminal Justice

## Early and Middle Grades Education

M.Ed. Early Childhood Education

M.Ed. Applied Studies in Teaching and Learning)

Certification in Early Childhood Education

Certification in Elementary Education

Certificate of Advanced Graduate Study

## English

M.A. English (thesis and nonthesis; concentrations: Literature; and Writing, Teaching, and Criticism; thesis option in Creative Writing)

## Geography and Planning

M.A. Geography

M.S.A. (Concentration: Regional Planning)

Certificate in Geographic Technology

## Geology and Astronomy

M.A. Geoscience (Concentration: Earth Sciences)

## Health

M.Ed. School Health

M.P.H. Public Health

Certification in Health

Certificate in Emergency Preparedness

Certificate in Health Care Administration

Certificate in Integrative Health

## History

M.A. History

M.Ed. History

## Holocaust and Genocide Studies

M.A. Holocaust and Genocide Studies

Certificate in Holocaust and Genocide Studies

## Kinesiology

M.S. Physical Education (Concentrations: General Physical Education, Exercise and Sport Physiology)

M.S.A. (Concentration: Sport and Athletic Administration)

Certificate in Adapted Physical Education

## Languages and Cultures

M.A. French

M.A. Spanish

M.Ed. French

M.Ed. Spanish

## Leadership for Women

M.S.A. (Concentration: Leadership for Women)

Certificate in Leadership for Women

## Literacy

M.Ed. Reading

Certification as a Reading Specialist

Certificate in Literacy

## Mathematics

M.A. Mathematics (Options: Mathematics, Mathematics Education)

M.S. Applied Statistics

Certification in Mathematics

Certificate in Applied Statistics

## Music

M.A. Music History

M.M. Music Education

M.M. Music Performance

M.M. Music Theory/Composition

M.M. Piano Pedagogy

Certification in Music Education

Certificate in Kodaly Methodology

Certificate in Music Technology

Certificate in Orff-Schulwerk

Certificate in Piano Pedagogy

Certificate in 21st Century Music Education

## Nursing

M.S.N.

Certification in School Nursing

Certificate in Nursing Education

## Philosophy

M.A. Philosophy (Concentration: Applied Ethics)

Certificate in Business Ethics

Certificate in Healthcare Ethics

## Professional and Secondary Education

M.Ed. Secondary Education

Certification in Secondary Education

Certificate in Teaching and Learning with Technology

## Psychology

M.A. Psychology: Clinical

M.A. Psychology: General

M.A. Psychology: Industrial/Organizational

Certificate in Clinical Mental Health

## Public Administration

M.S.A. (Concentration: Public Administration)

## Special Education

M.Ed. Special Education

Certification in Special Education

Certificate in Autism

## Social Work

M.S.W.

## Teaching English as a Second Language

M.A. Teaching English as a Second Language

Certificate in TESL

The following departments and interdisciplinary areas offer graduate courses, but no graduate degree: Anthropology and Sociology, Art, Chemistry, Linguistics, Theatre Arts, and Women's Studies.



# Graduate Studies at West Chester

The mission of graduate education at West Chester University is to provide high-quality, accessible graduate degree, professional growth, and certificate programs responsive to students' needs for professional development and educational enrichment. The offerings reflect a wide range of master's programs as well as a selected number of specialist and professional growth opportunities. The quality of programs is enhanced by the graduate students' access to and interaction with faculty and by the richness of the diverse student body. The graduate programs are integrated with the research, outreach, and development functions of the University. The faculty fosters excellence in teaching and promotes an intellectual environment that actively supports quality graduate education. The goals of graduate study at this University are as follows:

1. Foster an attitude of intellectual and creative inquiry and to develop research and analytical skills that are applicable to professional settings.
2. Increase the professional skills and academic competence of students to enable them to make important contributions to their professions.
3. Prepare students for further graduate study.
4. Meet the needs of college graduates who are preparing for changing career roles in the future.

THE GRADUATE STUDIES PROGRAM at West Chester has grown remarkably since its introduction in 1959. Approximately 2,200 students now attend during the fall and spring semesters; some 1,800 enroll for summer sessions. West Chester University's graduate program is one of the largest within the 14 Commonwealth-owned institutions of higher learning.

The University began as the West Chester Academy in 1812 and functioned as a normal school from 1871-1927. Since it became a four-year college in 1927, West Chester has grown steadily and is now one of the major comprehensive institutions of higher learning in the Philadelphia area.

Facilities for graduate education are excellent. The Commonwealth's extensive building program led to the Schmucker Science Center, a block-long complex of buildings including a planetarium, an astronomical observatory, and modern laboratories; the Elsie O. Bull Learning and Research Center; and the Francis Harvey Green Library, one of Pennsylvania's principal university libraries. The Merion Science Center was added in 1995, and the Swope Music Building and the Performing Arts Center in 2007. An undergraduate business center is in the planning stage, and new residence halls are under construction.

The University offers the master of arts, master of business administration, master of education, master of music, master of science, master of science in administration, and master of social work in approximately 50 disciplines or areas of study.

Master's degree programs such as the M.B.A., the M.A. in communicative disorders, the M.S.A., the M.S. in computer science, the M.S.W., and the certificate of advanced graduate study are offered, as well as certificate programs in several areas, including administration, computer science, counseling, elementary education, human resource management, literacy (reading), and special education.

West Chester schedules most of its graduate classes during late afternoons and evenings.

## Office of Graduate Studies and Extended Education

McKelvie Hall  
102 W. Rosedale Avenue  
West Chester University  
West Chester, PA 19383-2600  
610-436-2943  
Fax: 610-436-2763  
E-mail: [gradstudy@wcupa.edu](mailto:gradstudy@wcupa.edu)  
Web site: <http://www.wcupa.edu>

## The Campus

The University is located in West Chester, a community in southeastern Pennsylvania strategically located at the center of the mid-Atlantic corridor. The seat of Chester County government for almost two centuries, West Chester retains much of its historical charm in its buildings and countryside but offers the 20th-century advantages of a town in the heart of an expanding economic area. The University occupies 403 acres. The main campus is situated on 106 acres within the Borough of West Chester; the south campus is located on a 293-acre tract in adjacent townships. Five miles from the

main campus is the Graduate Business Center located on McDermott Drive in West Chester. West Chester was settled in the early 18th century principally by members of the Society of Friends. With a population of about 20,000, the borough is small enough to have the pleasant aspects of a tree-shaded American town, large enough to provide essential services and the substance of a vigorous community, and old enough to give the student first-hand contact with America's early history. The heart of West Chester is its courthouse, a Classical Revival building designed in the 1840s by Thomas U. Walter, one of the architects for the Capitol in Washington, D.C.

## How to Reach West Chester

The Borough of West Chester is easily accessible from all directions both by car and public transportation. Route 3, the West Chester Pike, leads directly into town from center-city Philadelphia. From the Pennsylvania Turnpike, motorists traveling west should take Route 202 south from the Valley Forge Interchange (exit #326), while those traveling east can arrive via Route 100 south from the Downingtown Interchange (exit #312). From the south, Route 202 from Wilmington and Routes 100 and 52 from U.S. Route 1 all lead to West Chester.



# Admission

## Student Responsibility

It is the responsibility of students to know and observe all policies and procedures for their programs. The University will not waive a regulation because a student claims unawareness of it. Students should adhere to the dates relating to application for graduation as well as other pertinent deadlines announced by the department or the Office of Graduate Studies and Extended Education.

## The Application Procedure

Students with a bachelor's degree from an accredited college or university in the United States or with equivalent preparation acquired in another country are eligible to apply for admission to a graduate program.

Applications are available on the Graduate Studies Web page. Students must submit the completed application and supporting documentation, including the following:

1. One official copy of academic records (transcripts) from every college and university attended (except West Chester University). Students should follow the instructions in the application. Note: Applicants to a professional growth program need only submit transcripts from the institution where their highest degree was earned.
2. Three letters of professional recommendation (special form required of M.S.W. applicants).
3. A written statement of professional goals. Language candidates (French and Spanish) must write the statement in the program language.
4. In addition, many programs require a recognized test of scholastic aptitude, e.g., Graduate Record Examination (General and/or Advanced), the Miller Analogies Test (MAT), and/or the Graduate Management Admissions Test (GMAT). Upon the student's request, test scores are sent by the originating source (e.g., Educational Testing Service) directly to West Chester University.
5. Additional requirements may include the following:
  - An audition (music applicants only)
  - Resume

- Any supplemental information (e.g., forms, writing samples required by department)
  - A few departments may require a personal interview.
6. Applicants should consult with the graduate coordinator of the primary interest area to assure compliance with admission requirements for a particular degree program.

The applicant is responsible for assuring that the Office of Graduate Studies receives all necessary materials by the recommended application deadlines. All application materials become the property of West Chester University and may not be returned or forwarded to another institution.

## Application Deadline

For most of the graduate programs, recommended deadlines for the submission of completed applications are as follows: April 15 - fall semester, October 15 - spring semester, and April 15 for graduate assistant applicants.

Some programs have established different recommended application deadlines. Please see application information under individual programs listed in this catalog.

The application and all supporting credentials should be submitted by the deadline dates shown above. **Late applications will be accepted; however, admission will be on a space-available basis for applicants who meet all other admission requirements.** Applicants who have missed the deadline should consult with the graduate coordinator for that program to receive advice regarding the possibility of enrolling as a nondegree student for a maximum of nine credits while awaiting action on their application.

Students interested in receiving a graduate assistantship should apply to the Office of Graduate Studies no later than April 15.

## Notification of Admission

All applications are reviewed by both the appropriate department or program and the dean of graduate studies. The dean will notify applicants of the acceptance or rejection of their applications via e-mail. If accepted, students must follow all program advising and scheduling policies and pro-

cedures. Accepted students should meet immediately with their advisers to outline a program of study.

## Matriculation Fee

At the time of acceptance into a graduate program at West Chester University, the student must submit a nonrefundable fee of \$100 to reserve his/her admission. This sum is applied toward the student's tuition and/or fees but is nonrefundable should the student subsequently decide not to attend West Chester University. The student's admission is canceled if he/she fails to submit the \$100 matriculation fee by the due date.

## Admission Requirements for Degree Students

1. Applicants must have a baccalaureate degree from a college or university accredited in the United States or its equivalent from a school in another country. A minimum 2.80 undergraduate GPA is required. Some programs may require additional GPA standards. (An "A" equals 4.0.) Provisional acceptance may be possible under some circumstances for applicants who do not meet this standard.
2. Applicants must submit scores from the Graduate Management Admission Test (GMAT), Graduate Record Examination (GRE), or the Miller Analogies Test (MAT) if these are required for admission to the program in which the student wishes to enroll. Applicants to a program with any of the above requirements who have an earned, recognized, post-baccalaureate degree from an accredited college or university will have this requirement waived. A student with an earned graduate level certificate from West Chester University (see page 5 concerning certificates), applying to a graduate program, may have the standardized test waived at the recommendation of the graduate coordinator.
3. The department offering the desired degree program must recommend acceptance. Before such recommendation is given, an interview with a faculty member may be required. The applicant also must meet any other additional requirements established for the degree



program, including grade point averages that exceed the minimum graduate admission requirements.

4. The dean of graduate studies and extended education must give official acceptance. Only written notice from the dean constitutes approval of admission, not correspondence with a department or an individual faculty member.
5. Space must be available in the program.
6. Requirements to resolve academic deficiencies are to be met prior to registering for graduate courses. Individual departments may have more rigorous requirements.

West Chester University's policy for graduate studies includes that the highest possible grades/test scores do not guarantee admission to graduate school, nor do low grades/test scores automatically disqualify a candidate. Our policy is that no applicant should be admitted unless we expect that applicant to do well enough to graduate and have no serious academic problems.

Note: At the graduate level, West Chester University performs an individualized and holistic review of all applications for admission to the University. Graduate admission decisions are made using a variety of criteria including the undergraduate grade point average, letters of reference, an applicant's goal statement, and where required by the program, standardized test scores, portfolio review of work/life experience, and other similar program-specific requirements. Graduate applications are reviewed by the graduate coordinator for recommendation, and admissions decisions are made by the graduate dean. Individuals who have questions about their admissibility are encouraged to contact the Office of Graduate Studies or the appropriate graduate coordinator.

An applicant who has academic deficiencies may be granted provisional status. The departmental graduate coordinator will specify course work which must be taken to remove such deficiencies and which might not be credited to degree requirements including, if necessary, undergraduate prerequisites. Admission to degree study does not constitute admission to degree candidacy. After a student has satisfactorily fulfilled certain course requirements specified in the degree program and has completed 12 to 15 semester hours of work, the student must

apply for admission to degree candidacy.

## **Policies and Procedures for Graduate Certificate Programs**

### **Definitions**

A graduate certificate program is a focused collection of courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines. It is not a degree.

### **Guidelines**

1. Students are awarded a graduate certificate upon completion of a well-defined program of course work within an approved graduate program.
2. The didactic material encompassed within a graduate certificate program may represent a subset or extension of an existing graduate discipline.
3. For a graduate certificate program, the number of graduate credits is expected to range between 12 and 18. The number of credits must be appropriate to the learning objectives and focus of the program.
4. Graduate certificate programs may be at the post-baccalaureate or post-master's level. Post-master's graduate certificate programs must be designated as such.
5. Graduate certificate programs do not include a thesis.
6. All graduate certificate programs will be reviewed within the course of regular graduate program assessment and review.
7. Certificate programs also may be proposed for post-baccalaureate students that consist of undergraduate credit courses, professional credit courses, or noncredit courses; in such cases, the programs will not be considered to have met the standards for graduate certificate programs.
8. With the exception of courses offered in collaboration with another institution or expressly addressed in the certificate program requirements, a majority of credits for the certificate program must be completed at West Chester University. Graduate credits from another accredited institution may be accepted for transfer and are subject to the transfer of credit policy in place with approval of the department and the dean of graduate studies and extended education.
9. Students pursuing a graduate certifi-

cate will be required to meet the same admissions and academic requirements as those defined for degree-seeking students (e.g., maintenance of a 3.0 GPA).

10. The title of any graduate certificate program must contain the words "Graduate Certificate Program." Only Pennsylvania Department of Education certification programs may include the word "certification."
11. While the courses in a graduate certificate program may be used as evidence in support of a student's application for admission to a graduate degree program, the certificate itself is not considered a prerequisite, nor is it a guarantee of admission.

### **Student Eligibility and Admission Criteria**

1. Admission criteria beyond the bachelor's degree from an accredited institution will be determined by the department and explicitly stated. In most instances, the undergraduate degree should be related to the certificate program.
2. Each program may set admissions criteria above those required for general graduate admissions to a certificate program (e.g., higher GPA or TOEFL scores, standardized test scores, whether or not certificate courses may be counted towards a related master's degree program).
3. Graduate certificate students are not eligible for graduate assistantships.

## **Graduate Record Examination and Graduate Management Admission Test**

Scores from the Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) are required for many degree programs. The prospective degree student should consult the appropriate program outline and schedule a test prior to matriculation.

Both tests are administered by the Educational Testing Service, P.O. Box 6004, Princeton, NJ 08541-6004. For current information regarding application materials and test dates, contact the Counseling Center, 610-436-2301. Application forms must be filed with the Educational Testing Service at least 15 days prior to the date of any examination. The examinations may be taken at any of the testing centers designated by the Educational Testing Service.



## Miller Analogies Test

Some degree programs require students to take the Miller Analogies Test. Students requiring the test can call 1-800-622-3231.

## Undergraduates

An undergraduate who has completed 96 credits of undergraduate course work, is in the final year of work for the bachelor's degree, and has an overall grade point average of at least 3.0 may, with the permission of the dean of graduate studies and extended education, enroll in up to six credits of graduate-level courses. Credits earned may be applied to a master's degree program subject to the approval of the major department.

## Auditors

Graduate students may declare "audit" status in a course through the end of the ninth week of class BUT may only audit one course per semester. Faculty may refuse to grant auditor status. Full-time graduate students have the privilege of auditing without additional charge, provided they obtain approval from the course instructor and the course does not create an overload situation. If an overload results, students are assessed the per credit rate for each credit in excess of 15. Part-time students may audit, provided they obtain the instructor's approval, enroll in the course through the Office of the Registrar, E.O. Bull Center, and pay the regular course fees.

Credit is never given to auditors. The auditor status may not be changed after it has been declared. The grade of Audit (AU) is recorded on the student's transcript. An audited course will not fulfill any requirement toward graduation.

## Transfer of Credit

Applicants to a degree program at West Chester who have earned credits through previous graduate study at another college or university may transfer credit under certain circumstances. Application forms for transfer of credit may be obtained online ([www.wcupa.edu](http://www.wcupa.edu)). The following conditions are the minimum requirements for acceptance of transfer credit:

1. The credits must have been earned at an accredited graduate school.
2. The courses taken must be approved by the department or program in which the applicant intends to enroll at West Chester and by the graduate dean.
3. The maximum number of credits that

may be transferred shall not exceed 20 percent of the total required for completion of the student's degree program, rounded to the next highest three-credit increment.

4. The grade earned for courses to be transferred must be B or better. (An "A" equals 4.0.)
5. An official transcript and a course catalog description or syllabus must be submitted. Transcripts must be sent directly to the Office of Graduate Studies by the institution that granted the credits, and they must clearly indicate that the courses to be transferred are graduate courses for which graduate credit was given.
6. The courses for transfer must have been taken recently enough to fall within the six-year time limitation.

## The Senior Citizen Policy

The Senior Citizen Program allows retired Pennsylvania residents to attend West Chester University tuition free on a **SPACE-AVAILABLE BASIS**. To qualify, the student must be retired, at least 60 years old, and have been a Pennsylvania resident for at least a year. Students may enroll as either degree or nondegree students and may audit or take courses for credit. The program does not include internships, independent study, individualized instruction, student teaching, thesis, seminar, or any similar course requiring extra faculty compensation for the additional enrollment. All scheduling information is available in the Office of Graduate Studies.

Senior citizen students may not register prior to the beginning of classes. They must attend the first meeting of the class(es) for which they wish to register and obtain the instructor's signature on their schedule, indicating there is space available in the class. They then return their signed schedule, along with a signed Senior Citizen fee waiver form and signed audit form if they wish to audit, to the Office of Graduate Studies. The office then schedules the student and submits the fee waiver form to the Office of Financial Aid.

## Admission of International Students

Students from international countries may be admitted to the graduate program, provided they meet certain special requirements in addition to the University and program admission requirements.

International students, like other out-of-state students, are accepted only when space is available.

Applications and supporting documents must be submitted to the Office of Graduate Studies no later than March 15 for admission the following fall semester, and September 1 for admission the following spring semester.

Applicants whose native language is not English must submit evidence of satisfactory performance on the Test of English as a Foreign Language (TOEFL) to the Office of Graduate Studies and Extended Education before application forms can be processed. A score of 550 is the minimum acceptable score (213 for computer-based exam), although some programs have higher minimum requirements. Information about the TOEFL test, including test dates and locations in international countries, can be obtained from the Educational Testing Service, Box 6151, Princeton, NJ 08541-6151, U.S.A. Registration forms must reach Princeton at least five weeks before the test is to be taken.

Applicants who fail to achieve a minimum score of 550 on the TOEFL may be admitted to the English as a Second Language (ESL) program, providing they are otherwise eligible for admission to the graduate degree program to which they have applied. Successful completion of the ESL program will qualify the applicant for subsequent admission to a graduate degree program.

The following official education documents must be filed with the Office of Graduate Studies:

1. A completed application form.
2. One official World Educational Services (WES) evaluation
3. Documents in a language other than English must be accompanied by English translations certified by a University official. Original documents must accompany the certified translations. An evaluation of the transcript by the WES is required ([www.wes.org](http://www.wes.org)).
4. Those under the British system of education must submit results of external examinations issued by the university administering the examinations. The college record alone is not sufficient. All educational documents must be signed and sealed by a university or college official. Handwritten documents are not acceptable.



5. Official record of the TOEFL score sent directly to the Office of Graduate Studies by the Educational Testing Service. After the application and supporting documents have been reviewed, the Office of Graduate Studies will notify the applicant of its action. If accepted, students must file the following information and documents with the Center for International Programs Office.
6. A proof of financial support form must be completed and returned to the Office of Graduate Studies. Current costs are approximately \$16,250 for the academic year. (Summer and holidays are not figured into these costs.)
7. A medical history form and an immunization record must be completed by a physician and returned to the Office of Graduate Studies.
8. If a student is admitted to a degree program, the University will supply a U.S. Immigration (I-20) Form.

After the application and supporting documents have been reviewed, the Office of Graduate Studies will notify the applicant of its action. International students are urged to remain in their own countries until they receive notice of acceptance. The University cannot assume

responsibility for the housing or welfare of international students.

### Student Visa

Applicants who require a student visa must indicate this on the application form. Those already in the United States can supply a copy of their current visa. Note: I-20's cannot be issued for professional growth programs. These programs do not lead to a certificate or degree.

### Proof of Financial Support

International students must demonstrate proof of financial support in the amount of \$16,250 for their first academic year in the United States at West Chester University. That support can be demonstrated through a variety of sources, as long as the total from all sources of support equals at least \$16,250. The sources of funds can include scholarships, grants, loans, sponsorship by a U.S. citizen or permanent resident, personal or family funds, and acceptance deposits. All sources of funds must be verified. Acceptance deposits may be required to verify personal or family funds. For students who have previously studied in the United States, verification that all financial obligations were met at prior academic institutions may be all that is required to demonstrate proof of financial support.

### Insurance Requirements for International Students

International students at West Chester University are required to carry adequate health and accident insurance. Insurance must be effective for all periods of time the student has been authorized to be in the United States by an immigration document issued by the University.

Health and accident insurance policies must be purchased through a company that sells insurance in the United States. West Chester University has set minimum coverage standards which must be met by all insurance policies. Information about the minimum standards is available at the Center for International Programs Office, 610-436-3515.

To assure compliance with the insurance requirement, all international students must come to the center by August 31 of each academic year (January 31 for students entering spring semester). There students may obtain information as to the amount of insurance required and the means of obtaining coverage to meet the insurance requirement.

### Readmission

See policy on Continuous Enrollment, page 15.

# Good Standing, Academic Probation, Degree Candidacy, and Degree Requirements

## Good Standing

Students must maintain a 3.00 cumulative average to remain in good standing.

## Academic Probation/Dismissal

Graduate students whose cumulative grade point average falls below 3.00 will be placed on academic probation. Graduate students must raise their GPA to 3.00 by the end of the next semester (or full summer term) in which they register. An additional probationary semester may be granted at the discretion of the graduate dean. If a student fails to meet the conditions of academic probation he/she is subject to dismissal. Graduate students earning a cumulative GPA of 2.00 or lower will be dropped from their graduate

program without a probationary period.

A graduate student earning an F grade in any course will be dismissed from the University. Exceptions may be made for a course outside the student's discipline upon the recommendation of the graduate coordinator and the approval of the graduate dean. An F earned at West Chester University may not be made up at another institution of higher learning for the same course.

Grades earned during summer sessions count the same as grades earned during the academic year. All grades recorded determine the student's academic status, even if a student changes degree programs. Students dropped from a graduate program due to unsatisfactory work will

not be permitted to take courses for credit towards a graduate degree in that department beyond the semester in which they are dropped.

Individual programs may have higher GPA minimums or additional requirements. To be eligible to receive the master's degree, graduate students must complete all requisite courses and credits with a cumulative GPA of at least 3.00. Students holding graduate assistantships who fail to maintain a 3.00 cumulative GPA will have their assistantships revoked or will not have them renewed. This policy includes courses taken during summer sessions. Departments also may stipulate higher academic standards for maintaining assistantships.



## Requirements for Admission to Degree Candidacy

Application for degree candidacy must be made immediately on completion of the first 12 to 15 semester hours of course work in a degree program.

During the precandidacy period the student must do the following:

1. Complete those courses which the department or program specifies as prerequisite to degree candidacy.
2. Perform satisfactorily on examinations which the department or program may require for admission to degree candidacy.
3. Maintain a cumulative average of at least 3.00.
4. Meet specific GPA requirements as stipulated by the individual degree program.

## Procedure for Application to Degree Candidacy

1. Every student must file an application for admission to degree candidacy with the dean of graduate studies and extended education. Forms are available in the Office of Graduate Studies and Extended Education.
2. When the application has been evaluated by the department concerned and by the dean of graduate studies and extended education, the graduate

dean will send a letter of acceptance or rejection to the student.

3. Upon notice of acceptance, degree candidates must confer with their advisers to continue with their previously established program of study.

Students must be admitted to degree candidacy prior to registering for comprehensive exams and before registering for thesis credits.

## Reapplication for Degree Candidacy

Applicants who fail to qualify as degree candidates may reapply. They must maintain a cumulative grade point average of 3.00.

## Summary of Requirements for the Master's Degree

1. Admission to degree candidacy.
2. Completion of all requisite courses and credits with a cumulative average of 3.00, compliance with specific GPA requirements as stipulated by the individual degree program, and achievement of satisfactory scores on the Graduate Management Admission Test, Graduate Record Examination, or the Miller Analogies Test, if required. (See program requirements.)
3. Satisfactory performance on a final written and/or oral comprehensive examination conducted by the student's advisory committee in the field

of specialization. (It is the candidate's responsibility to determine if this is required by his/her program and to apply for this examination by the prescribed deadlines.)

4. Submission and approval of the thesis or research report in those programs requiring it.
5. Fulfillment of any special examinations, requirements, or competencies that are unique to a department or program.
6. Fulfillment of all financial obligations to the University, including payment of the graduation fee, and of all other obligations, including the return of University property.
7. Compliance with all academic requests from the dean of graduate studies and extended education, including submission of a form letter of intent to graduate by the specified due date.

## Additional Requirements for the Master of Education Degree

In addition to fulfilling these requirements, candidates for certain master of education degrees must give evidence of successful teaching experience approved by the department chairperson. Other experiences in lieu of this requirement must be approved by the relevant department and the dean of graduate studies and extended education.

# Fees and Expenses

*Note: The fees listed below reflect charges at press time. For up-to-date information on fees at any given time, contact the Office of the Bursar, 610-436-2552.*

*Fees and expenses are subject to change without notice. Fees shown here are in effect for the academic year 2009-2010 and apply to fall and spring semesters only. Changes for 2010-11, if approved, would occur after the printing of this catalog.*

## Tuition Rates

Tuition and fees can be paid by check, electronic check (e-check), money order, or cash. The University does not accept credit cards for tuition and fee payment, except through the Web-based **QuikPAY** system. If the student chooses to pay via credit card, **a fee will be assessed for this service.** Refer to the Office of the Bursar's Web page for payment instructions.

## Graduate Tuition for Legal Residents of Pennsylvania

Full-time students (between 9-15 credits)  
\$3,333.00 per semester

Part-time students (8 credits or less), or per credit for each credit over 15  
\$370.00 per credit

See the Office of the Registrar for residency requirements.

## Graduate Tuition for Out-of-State Students

Full-time students (between 9-15 credits)  
\$5,333.00 per semester

Part-time students (8 credits or less), or per credit for each credit over 15  
\$593.00 per credit

## General Fee

The general fee of \$664.35 per full-time student (nine credits or more) or \$75.04

per credit hour for the part-time student (eight credits or less) is a mandatory charge that covers the use of the following services:

- **Sykes Student Union Fee (\$63):** Previously called the community center fee, this charge is for the operation and use of Sykes Student Union. The part-time rate is \$7 per credit.
- **Student Health Center Fee (\$112.35):** This charge is for the use of the University Health Center (\$112.35). Part-time graduate students (registering for less than nine graduate credits) may elect to have the Student Health Center Fee (\$12.48 per credit) waived. Acceptance or rejection of this option must be made at the time of initial registration for each semester or summer session. This choice cannot be changed until the time of the next reg-



istration. Students who elect to have this fee waived will not have services of the Student Health Center available to them for the semester or summer session involved. Payment of the Student Health Center Fee is a prerequisite for part-time graduate students who wish to purchase University-approved health insurance.

- **Sykes Student Union Expansion Fee (\$60):** This fee supports the recent renovation of Sykes Student Union, which features new and improved student services. The part-time rate is \$7 per credit.
- **Graduate Student Association Fee (\$10):** This fee funds the activities of the Graduate Student Association. The part-time rate is \$2 per credit with a maximum charge of \$10.
- **Educational Services Fee (\$370.68):** Students pay this fee in lieu of specific department charges. The part-time rate is \$41.19 per credit.
- **Parking Improvement Fee (\$48.32):** This fee is dedicated to improve the quality and availability of campus parking for students. The fee will provide for new student parking spaces, improved shuttle service, and safety improvements. The part-time rate is \$5.37 per credit.

### Technology Tuition Fee

This mandatory instructional fee will be used to enhance classroom technology. All charges are per semester.

Legal residents of Pennsylvania:

Full-time graduate	\$103.00
Part-time graduate	\$60.00
Out-of-state students:	
Full-time graduate	\$155.00
Part-time graduate	\$82.00

Summer will be considered as one semester. Students enrolled in multiple summer sessions will be charged no more than the equivalent of the full-time semester rate.

### Housing Fee

**North Campus Residence Halls** – This fee entitles the student to occupancy of a standard double room in any **University-owned** residence hall with one roommate.

Per student \$2,346.00 per semester

**South Campus Apartment Complex** – This fee entitles the student to occupancy of a four- or five-person apartment that is **University owned** with the following bedroom occupancy:

Single occupancy bedroom (per student) \$2,965.00 per semester

Double occupancy bedroom (per student) \$2,725.00 per semester

Students in the North Campus residence halls losing their roommates who do not have another roommate assigned to them will be assigned a roommate, be relocated, or charged a private room fee of \$49 per week for every week that they occupy the room alone. These options are available on a limited basis; however, available spaces will be used if demand requires.

Students may also obtain affiliated housing through College Park Communities, which operates two housing complexes on campus. WCU hires, trains, and supervises the residence life staff for each location and handles all student issues.

College Park Communities is responsible for occupancy management (leases), as well as facility-related issues. Information about applying for these facilities is available by sending an e-mail to [wcu-housing@collegepark.org](mailto:wcu-housing@collegepark.org), by logging on to [www.wchousing.com](http://www.wchousing.com), or calling 610-436-2368.

### Meal Fee

All students residing in a North Campus residence hall (including affiliated housing, Allegheny, Brandywine, and University halls) must be on the University meal plan as a condition of occupancy. Students with medical problems who cannot meet this requirement may request a meal waiver. Residents of the South Campus Apartment Complex and The Village at WCU, as well as off-campus and commuting students, may purchase any meal plan offered or obtain meals at the transient rate.

Meal plans consist of 26 meal zones per week: 19 traditional breakfast/brunch, lunch, and dinner zones, plus seven late-night zones. The following plans are available to resident students:

- Variable 10 meals per week, plus \$150 flex: \$1,071 per semester
- Variable 14 meals per week, plus \$150 flex: \$1,170 per semester
- Variable 19 meals per week, plus \$150 flex: \$1,261 per semester

For the above meal plans, the meal week runs from Saturday brunch through Friday late night. With these plans the diner can choose any combination of meals, but will forfeit any unused meals at the end of the meal week.

Additional meal plan options for resident

students include the following:

- Block Plan of 175 meals per semester, plus \$150 flex: \$1,136 per semester
- Block Plan of 225 meals per semester, plus \$150 flex: \$1,240 per semester

Block plans run the entire semester, so the diner can use them in any number configuration throughout the semester, but must use them up by the end of the semester or forfeit the remaining meals.

South Campus residents (apartments and The Village), off-campus students, and commuters may select any of the above plans in addition to the following:

- Block Plan of 75 meals per semester plus \$150 flex: \$656 per semester
- Flex-only Plan (must begin with \$150 minimum account and can add in \$25 increments). Flex dollars not used by the end of the fall semester will be transferred to the spring semester. However, any unused flex dollars at the end of the spring semester will be forfeited. Students who leave the University at the end of fall semester will forfeit any remaining flex dollars.

All meal plans may be used in the following locations: Lawrence Dining Hall; the Diner; C-Stores/Grill operations; and the Ram's Head Food Court. National brands, such as Chick-fil-A, Subway, Einstein's Bagels, and Freshens will take cash and flex only. Students in North Campus residence halls will have their meal plan cost included in their University bill. Off-campus, commuter, and South Campus Apartment/Village students can sign up for a meal plan by applying at the Office of the Bursar at 25 University Ave. Any meal plan changes must be submitted within the first two weeks in the beginning of each semester. After that deadline, the assistant vice president for student affairs must approve any change requests. The diner is permitted to use four meals in one day and may combine up to two meals per meal zone to convert to the meal/cash allowance. Diners may use five of their meals per semester for a guest.

### Identification Card Fees (RAMeCARD).

The RAMeCARD will serve as a ticket to the offerings at Lawrence Food Court, Campus Corner, Convenience Stores, and Sykes Ram's Head Food Court. The University charges a \$12 fee to issue an identification card to each full- or part-time student. If this card is lost or stolen, or damaged, the student will be charged \$15 for a replacement card. Damaged



ID cards can be exchanged for a \$10 fee. This fee is payable at the Student Services, Inc. (SSI) service center located on the ground level of Sykes Student Union.

### Payment of Fees

Students should receive fall semester bills by mid to late July and spring semester bills by the first week of December. All initial semester bills will be mailed to the student's home address and sent electronically to the student's official WCU e-mail address.

Mid-semester statements, including those for the Partial Payment Plan, will only be sent electronically to the student's WCU e-mail address. Students will be required to check their WCU e-mail often for important dates and deadlines. **For students who rely on parents/guardians to pay their bills, it is highly recommended that students select parents/guardians as authorized payers through the Web-based QuikPAY system. Doing so will assure that both students and parents/guardians will receive notification e-mails when new bills/statements are available.**

It is the responsibility of each student to pay/submit the semester bill by the due date. Students who fail to pay or submit their bill by the due date will be assessed a \$50 late payment fee. **Nonreceipt of a semester bill does not relieve the student of the responsibility of paying/submitting the bill by the due date.** Address changes should be made through the Office of the Registrar to allow for sufficient time to reflect an accurate billing address.

Students who are receiving approved financial aid awards that fully cover or exceed the amount of their bills do not have to pay, but they must submit to the Office of the Bursar the appropriate portion of their semester bill to complete registration. Fully covered financial aid students also have the option of activating their account online via myWCU. **Failure to return the bill or activate an account online, even if no payment is due, may result in the cancellation of registration/schedule and the assessment of late penalties.** Students who cannot pay their bills in full by the due date may apply for partial payment (see "Partial Payment Policy" below).

Failure to meet the payment deadline could result in cancellation of the student's schedule. In order to have another schedule reinstated, the student would

have to pay his or her bill in full as well as a \$35 late registration fee.

Students who owe money to the University will have a **hold** placed on their accounts. If students do not clear the hold by paying the amount owed, it will cancel registration/scheduling for future semesters, prevent the release of transcripts, and prohibit graduation clearance. The University also may, at its discretion, invoke any other penalty appropriate for a particular case in which money is owed to the University.

### Partial Payment Policy

The University extends partial payment privileges to all students who are in good financial standing and have not defaulted on a previous payment plan. The nonrefundable fee charged for this service is \$35 per semester. There is no payment plan for summer terms. Installment payments received late are subject to a \$25 late payment fee. Partial payment statements will only be sent electronically to the student's WCU e-mail address and authorized user's e-mail address. For more information about the plan offered, contact the Office of the Bursar at 610-436-2552.

### Uncollectible Check Policy

A fee of \$25 is charged for any paper check or e-check returned to the University for insufficient funds, stopped payment, or closed account. The University may, at its discretion, charge this fee for any check returned to it for any other reason.

The check will be returned to the student upon its replacement. Students who have two or more checks returned against their accounts will no longer be able to make payment by personal check; all future payments must be made by cash or certified check.

### Refund Policy

All requests for refunds for dropped or canceled courses, or for withdrawals, must be made in writing or in person to the **Office of the Registrar**. Refunds are not automatic; it is the student's responsibility to initiate a refund request. Appeals concerning the refund policy for tuition and the general fee are made to the Office of the Registrar. Appeals concerning the Housing or Meal Fee are made to the Office of Residence Life. Further appeals, if necessary, may be made to the Appeals Committee.

**The refund policy does not affect the**

**time line for W grades as described under "Dropping a Course"** (see page 16).

Individual fees will be refunded according to the policies described below.

**Tuition and General Fee Refunds** – Full refunds for tuition and the general fee are available only through the sixth calendar day that the University is in session. After that, tuition and the general fee are refunded according to the schedule below. These percentages apply to the total tuition bill, not to partial tuition payments. Questions about this, as well as when students will receive their refund, should be directed to the Office of the Bursar.

### Withdraw during Receive tuition and general fees refund

Through 6th calendar day of semester	100%
2nd week of semester	80%
3rd week of semester	60%
4th week of semester	50%
5th week of semester	40%
6th week of semester and after	No refund
No refund will be given if the student 1) drops a course but retains full-time status, 2) reduces his/her credit load after the end of the drop period but retains part-time status, or 3) owes the University money.	

**Technology Tuition Fee** – only refundable in full if the student drops all courses by the end of the drop period, which is through the sixth calendar day of the semester. This fee will not be refunded partially or in full for any courses dropped after the sixth calendar day.

**Housing Fee (University-owned housing)** – in full prior to the first day of the semester; after the first day of the semester, prorated refunds are made on an individual basis through the Office of Residence Life and Housing Services. **For affiliated housing, please contact the private management company operating the property.**

**Meal Fee** – in full prior to the first day of the semester; after the first day of the semester, prorated refunds are made on an individual basis through the Office of Residence Life for resident students, and through the Office of the Bursar for commuter students.

### Other Fees

**Application Fee.** All prospective students are charged this fee for the processing of their applications to the University. Prospective students who use the online application fee process will be charged



\$35, while those using the paper application fee process will be charged \$55. Both are nonrefundable and not credited to the student's account.

**Nondegree Student Application Fee.**

Nondegree students are charged a one-time \$15 initial processing fee.

**Acceptance Fee. All newly accepted and readmitted students pay \$100 as proof of intention to enroll at the University.**

This is a nonrefundable fee, which will be credited to the student's account upon enrollment.

**Housing Deposit.** All new and returning students who wish to live in **University-owned housing (residence halls and the South Campus Apartment Complex)** are charged \$200. The deposit is credited against the student's housing fee and is nonrefundable if a student cancels housing, withdraws, transfers, is released for his/her occupancy agreement, or cancels his/her acceptance.

**Late Payment Fee.** Students who fail to pay or submit their semester bills by their due date will be assessed a \$50 late payment fee. Nonreceipt of a bill does not relieve students of the responsibility of paying or submitting their bill by the due date. For those paying by mail, please allow sufficient time for payment to reach the University by the due date. Financial aid students who fail to confirm their attendance by the due date, even if no payment is due, will also be liable for this fee.

**Late Registration Fee.** All students who schedule during the late registration period are charged a \$35 nonrefundable late registration fee.

**Portfolio Assessment Fee.** Equal to 50 percent of the per credit hour rate, this fee is charged to have a faculty member assess a student's prior knowledge in a particular course.

**Course Audit Fee.** Students who audit courses pay the same fees as students tak-

ing the courses for a letter grade.

**Damage Fee.** Students are charged for damage or loss of University property. This fee varies, depending on the extent of the damage.

**Identification Card Fees (ramecard).** The University charges a \$12 fee to issue an identification card to each full- or part-time student. If this card is lost or stolen, the student will be charged \$15 for a replacement card. Damaged ID cards can be exchanged for a \$10 fee. This fee is payable at the Student Services (SSI) service center office, located on the ground floor of Sykes Union.

**Parking Fees.** The University charges a nonrefundable parking fee to students who are eligible to purchase a permit to use University parking lots. The current parking fee is \$30 per year. Parking permits are available at the Department of Public Safety or on the Web at [www.wcupa.edu/dps/ParkingServices.asp](http://www.wcupa.edu/dps/ParkingServices.asp). Parking fines are assessed at \$10 up to \$40 depending on the violation.

**Music Instrument Rental Fees.** Each student renting a musical instrument for a semester is charged \$20 per instrument. Each student using a pipe organ for practice for one period each weekday is charged \$36 per semester.

**Lost Key Replacement.** Students who lose the key to their University-owned residence hall room or South Campus Apartment bedroom are charged a nonrefundable fee of \$30 to replace the lock.

**Transcript Fee.** The fee for transcripts is \$3 per copy. Transcript request forms are available in the Office of the Registrar. Immediate transcripts are \$5 per request.

**Commencement Fee.** The University charges \$56 to all students enrolled in a degree program who will have fulfilled their degree requirements by the end of the semester. This fee is paid after the student completes a Graduation Application Form in the Office of Graduate Studies

and Extended Education and is approved for graduation.

**Fee for Crossover Registration.** Students who are admitted to graduate study and need to take undergraduate course work to correct academic deficiencies are advised to enroll in undergraduate courses exclusively, and they will be billed undergraduate fees. Graduate students who are enrolled in graduate and undergraduate courses during the same semester will pay graduate fees for all course work. Further, all such courses or combinations are to appear on a single graduate transcript that includes a code or legend which differentiates between undergraduate and graduate courses. Undergraduate courses appearing on a graduate transcript may or may not be acceptable for a degree program, according to determinations made by the degree-granting department. Undergraduate students with at least a 3.00 GPA and 96 credits of course work may take up to six credits of graduate course work in their final semester in accordance with University policy. If the student wishes to have the credits count towards the bachelor's degree, he/she must submit a completed "Application for an Undergraduate Student to Take a Graduate Course for Undergraduate Credit." If the student wishes to have the credits count towards a graduate degree, he/she must submit a completed "Application for an Undergraduate Student to Take a Graduate Course for Graduate Credit." Both forms are available in the Office of the Registrar.

If a course is taken for undergraduate credit by an undergraduate student, no additional fees will be required. If a course is taken for graduate credit, the student must pay graduate tuition and applicable fees for that course. Credit earned and grades received will be recorded on the undergraduate transcript. Credits so earned may later be applied to a graduate program, subject to approval of the major department.

# Financial Aid

The purpose of financial aid at West Chester University is to provide financial assistance and counseling to students who can benefit from further education, but who cannot obtain it without such assistance. Financial assistance consists of gift aid in the form of scholarships or grants and self-help aid in the form of employment or loans. The main responsibility for meeting educational expenses rests with students. Financial aid is a supple-

ment to family contributions and is to be used for educational expenses.

Eligibility for financial aid, with the exception of some assistantships and scholarships, is based on demonstrated financial need. Family income, assets, and family size influence the demonstrated financial need of the student.

All documents, correspondence, and conversations among the aid



applicant, his or her family, and the Office of Financial Aid are confidential and entitled to the protection ordinarily arising from a counseling relationship.

In order to receive need-based financial aid, the student must

1. Meet enrollment requirements for the specific aid program and must be making satisfactory academic progress. See the Office of Financial Aid for a more detailed explanation of this requirement.
2. Submit a Free Application for Federal Student Aid before March 1 for priority consideration. All students, regardless of state residency status, must complete this form in order to be considered for financial aid at West Chester University. This application will be used to determine demonstrated financial need for the student. All students are encouraged to complete this application.
3. Submit any other requested documentation concerning

### Withdrawal/Enrollment Change and Aid

Students who officially withdraw or change their enrollment status may be entitled to a refund of certain fees, in accordance with University policy. (See section entitled "Fees and Expenses.") If the student has been awarded financial aid for the semester in which the withdrawal or enrollment change occurs, a portion of the refund will be returned to financial aid program funds. Financial aid refunds due to withdrawals or enrollment changes are processed in accordance with federal, state, and awarding agency guidelines and regulations. A student considering withdrawal or an enrollment status change should consult the Office of Financial Aid to determine the impact of that action on current and future financial aid.

### Student Consumer Rights and Responsibilities

You have the right to ask a school:

1. The names of its accrediting organizations.
2. About its programs; its instructional, laboratory, and other physical facilities; and its faculty.
3. The cost of attendance and its policies on refunds to students who drop out.
4. What financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
5. What the procedures and deadlines are for submitting applications for each available financial aid program.
6. What criteria it uses to select financial aid recipients.
7. How it determines your financial

need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in your budget. It also includes what resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need.

8. If you have a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the length of time you have to repay the loan, when you must start repaying it, and any cancellation and deferment provisions that apply.
9. If you are offered a work study job, you have the right to know what kind of job it is, what hours you must work, what your duties will be, what the rate of pay will be, and how and when you will be paid.
10. To reconsider your aid package, if you believe a mistake has been made.
11. How the school determines whether you are making satisfactory academic progress and what happens if you are not.
12. What special facilities and services are available to the disabled.

You have the responsibility to

1. Review and consider all information about a school's program before you enroll.
2. Pay special attention to your application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay your receipt of financial aid.
3. Provide all additional documentation, verification, corrections, and/or new

financial and family circumstances that may be requested by the Office of Financial Aid, or any agency that administers financial assistance programs.

The submission of the information described above does not automatically entitle a student to receive financial aid. The Office of Financial Aid follows the regulations established by the federal government in awarding aid. Aid applicants are ranked according to unmet need (based on budget, federal and state grants, and expected family contribution), and available funds are offered to the neediest students first. Students must apply for financial aid each academic year.

Direct questions concerning financial aid to the Office of Financial Aid, 25 University Ave., West Chester University, West Chester, PA 19383, 610-436-2627 or write to [finaid@wcupa.edu](mailto:finaid@wcupa.edu). Office hours are Monday, Tuesday, Thursday, and Friday, 8 a.m. to 4:30 p.m.; and Wednesday, 9 a.m. to 4:30 p.m.

information requested by either the Office of Financial Aid or the agency to which you submitted your application.

4. Read and understand all forms that you are asked to sign and keep copies of them.
5. Accept responsibility for the promissory note and all other agreements that you sign.
6. If you have a loan, notify the lender of changes in your name, address, or enrollment status.
7. Perform in a satisfactory manner the work that is agreed upon in accepting a college work study job.
8. Know and comply with the deadlines for application for aid.
9. Know and comply with your school's refund procedures.

### Federal Perkins Loan Program

The Federal Perkins Loan Program is a cooperative effort of the federal government and West Chester University which enables qualified students to secure educational loans under attractive conditions. Each borrower must

1. Be enrolled or accepted in a degree program.
2. Demonstrate financial need.
3. Maintain satisfactory academic progress in the curriculum.

The combined total of undergraduate and graduate loans cannot exceed \$60,000. Approval of loans depends on the student's financial need and the availability of loan funds. The Free Application for Federal Student Aid must be filed. For further information contact the director of financial aid.



## Direct Loans

Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's education. The lender is the U.S. Department of Education rather than a bank or other financial institution.

To be eligible for a loan, a student must

1. Be enrolled or accepted in a degree program.
2. File a Free Application for Federal Student Aid.
3. Maintain satisfactory academic progress.
4. Be classified as at least a half-time student.

The maximum loan per academic year for graduate students is \$20,500 (combined subsidized and unsubsidized) or the cost of the education, whichever is less; no more than \$8,500 of this total loan amount may be subsidized. The total maximum indebtedness for all years of undergraduate and graduate study is \$138,500 with no more than \$65,500 subsidized.

## Direct Graduate PLUS Loan

Graduate students may borrow under the PLUS program up to their cost of attendance, minus other financial aid received. Each borrower must do the following:

1. Be enrolled or accepted in a degree program.
2. File a Free Application for Federal Student Aid.
3. Maintain satisfactory academic progress.
4. Be classified as at least a half-time student.

## Graduate Assistantships

A limited number of graduate assistantships are available to qualified, full-time and part-time graduate students. Interested students should consult their department chairperson or graduate coordinator and the Office of Graduate Studies to determine the availability of assistantships and their own eligibility. Notification for the first round of awards will be made by May 15. Many assistantships become available after this date or at the beginning of spring semester. To be eligible to receive a graduate assistantship, the student must satisfy the following requirements:

1. Must be a fully matriculated, degree-seeking, graduate student; normally, certification students are not eligible,

and provisionally accepted students are not eligible unless the provisions are removed before the semester begins. Exceptions must be approved by the graduate dean.

2. Have a minimum cumulative GPA of 3.0 for current graduate students (if a graduating senior, the undergraduate GPA must be at least 2.8).
3. Must submit a statement of professional goals, three letters of recommendation (using the form provided by the Graduate Office).
4. Have applied for a graduate assistantship by April 15 to be eligible for a fall semester assistantship, or by October 15 for a spring semester assistantship.

Assignments are made by the department in which the assistantship is located and may involve part-time undergraduate teaching, participation in research projects, or other professional duties under faculty supervision. Applications are available in the Office of Graduate Studies.

Full-time graduate assistants, in return for 20 hours of assigned duties per week, receive tuition remission and a stipend of \$5,000 for the academic year and must be enrolled as full-time graduate students (9-15 credits). Half-time assistantships involving 10 hours per week of assignments also are available. For these, students enroll in six credits of course work and will receive tuition remission for those credits as well as a stipend of \$2,500 for the academic year. Full-time graduate assistants are not allowed to hold other on-campus employment simultaneously. Part-time graduate assistants may work on-campus a maximum of 10 hours per week in addition to holding an assistantship.

For maximum consideration for support, applications for the fall semester should be submitted by April 15, although some departments occasionally consider assistantship applications at later dates. Assistantships also are offered by the Academic Programs and Services Division, Residence Life and Housing, the Academic Computing Center, and other offices. Please contact these offices, the adviser and/or graduate coordinator of your academic program, or the Office of Graduate Studies for additional information.

Maintaining graduate assistantships requires students to demonstrate both satisfactory performance in meeting assigned hours, dates, and responsibility, as well as good academic standing.

Students holding graduate assistantships who fail to maintain good academic standing (minimum GPA of 3.0) will have their assistantships revoked or will not have them renewed. This policy includes courses taken during summer sessions. Departments also may stipulate higher academic standards for maintaining assistantships. Full-time graduate assistantships are given for a maximum of four semesters. Half-time assistantships may be granted for up to six semesters.

## Frederick Douglass Graduate Assistantships

These graduate assistantships are named after Frederick Douglass, a great nineteenth-century American abolitionist and writer and a frequent visitor to West Chester. Douglass gave his last public lecture at West Chester Normal School on February 1, 1895. Applicants with excellent academic credentials may apply for these assistantships. Efforts are made to appoint qualified candidates from historically underrepresented and underserved populations who have leadership experiences in their backgrounds or as part of their academic goals. This consideration is in keeping with the spirit of Douglass' life of public service and the University's mission to be a source of encouragement to the African American, Native American, Hispanic American, and Asian American communities. Students with Frederick Douglass graduate assistantships serve the Frederick Douglass Institute. These are full-time (20 hours per week) assistantships that provide a tuition waiver and \$5,000 stipend for the academic year. The awards are made on an annual basis and are renewable for a second year. Students may use these assistantships to pursue a master's degree in one of the University's graduate programs. Interested individuals with excellent credentials should contact the Office of Graduate Studies and Extended Education or the Web site, [www.wcupa.edu](http://www.wcupa.edu).

## Residence Hall Graduate Assistants

Opportunities to serve as residence hall graduate assistants are open to all full-time graduate students. Graduate assistants live in the University residence halls and assist the full-time, professional resident director in providing direction for the personal, social, and educational development of the resident students. Residence life graduate assistants are also supervisors for student workers and serve



as University judicial hearing officers. These positions are full-time (25 hours a week) graduate assistantships that offer a stipend, tuition remission, and room and meal plan. Preference is given to students enrolled in a counseling or psychology program and to those with prior residence hall living experience. Applications may be made through the Office of Residence Life and Housing, Sykes Student Union, 610-436-3307.

### **Institute for Women Graduate Grant**

The Institute for Women at West Chester University offers an annual grant of \$750 to a woman graduate student who is accepted into a master's degree program at West Chester University. The award is based on high academic achievement; evidence of potential for contribution to the applicant's field of study; a record of leadership in school, community, church, or other setting; and evidence of service to others. Applications, including reference forms, are available from the Office of Graduate Studies and Extended Education. Completed materials must be submitted by March 15. Only students who have filed all required admission credentials and plan to enroll for a minimum of six graduate credits are eligible.

### **Federal Work Study**

Graduate students may apply through the Office of Financial Aid for University or federal work study funds. The Free Application for Federal Student Aid also must be filed.

### **Scholarships and Awards**

**GRACE COCHRAN RESEARCH ON WOMEN AWARD.** An annual \$100 award in each division, graduate and undergraduate, is given for the best research on women. The award, sponsored by the Institute for Women, is given on Research on Women Day held in the spring of each year. Dr. Cochran, an eminent teacher and scholar, graduated from the West Chester Normal School in 1906.

**SHARON H. ENNIS GRADUATE STUDY SCHOLARSHIP.** This fund was established in memory of Dr. Sharon H. Ennis, associate vice president for information services at West Chester University in 1998. To be eligible, an applicant must be a female M.B.A. student

with a concentration in technology and electronic commerce who strives to be versed in management, business, e-commerce, computer technology, the Internet, telecommunications, and related emerging technologies. In addition, an applicant must have a GPA of 3.0 or higher and have completed 12-15 credits at West Chester University. Consideration will be given to candidates with financial need. A committee comprised of M.B.A. faculty and chaired by the dean of graduate studies will choose the recipient.

**SENDER FREJDOWICZ SCHOLARSHIP.** This scholarship supports a graduate student in the holocaust and genocide studies master's degree program who has demonstrated academic excellence. Interested students should contact the director of the holocaust and genocide studies program.

**CHERYL HAMEL COUNSELING SCHOLARSHIP.** This scholarship supports a full- or part-time graduate student pursuing a master's degree in elementary or secondary school counseling with a GPA of at least 3.50. The application is available online; more information is available from the Department of Counselor Education.

**IAN HANCOCK GRADUATE SCHOLARSHIP IN HOLOCAUST AND GENOCIDE STUDIES.** This award is given to a full-time graduate student enrolled in the holocaust and genocide studies master's degree program. An application and additional information are available from the director of the holocaust and genocide studies program.

**CHARLES MAYO SCHOLARSHIP.** A financial grant is awarded yearly to an upperclass or graduate student in political science in memory of Charles Mayo, former president of West Chester University. Funded by contributions, the award is administered by faculty of the Department of Political Science. The value of the scholarship is approximately \$200.

**IRENE SHUR HOLOCAUST AND GENOCIDE STUDIES SCHOLARSHIP.** This scholarship supports a graduate student in the holocaust and genocide studies master's degree program who has demonstrated academic excellence. Interested students should contact the director of the holocaust and genocide studies program.

**SPECIAL EDUCATION DEPARTMENT SCHOLARSHIP.** The De-

partment of Special Education offers a scholarship of \$500 to be awarded annually to a select, nontraditional student. The award is made possible through the Military Order of the Purple Heart, a veterans' organization chartered by Congress for armed forces personnel wounded in combat. Notification of the award will be made by March 1 of each year. Applications and further information are available from the chairperson, Department of Special Education.

**DR. CHARLES S. SWOPE SCHOLARSHIP FOUNDATION.** The Memorial Scholarship Trust Foundation was established by Charles E. Swope and Richard M. Swope in memory of Dr. and Mrs. Charles S. Swope. Dr. Swope served as president of West Chester University for a quarter of a century. Applicants must be enrolled full time and be graduates of West Chester University. Scholarships are \$1,000 each. Applications must be filed on or before April 9. Selection is made during May, with scholarships commencing in September.

**SHIRLEY WALTERS MEMORIAL RESEARCH SCHOLARSHIP.** This scholarship supports a graduate student majoring in secondary education who is involved in scholarly research and has a GPA of at least 3.25. Interested students should contact the Department of Professional and Secondary Education for more information.

**WCU ALUMNI ASSOCIATION GRADUATE SCHOLARSHIP.** This scholarship supports a graduate student with demonstrated financial need, meritorious academic achievement, and involvement in campus activities. Applications and additional information are available from the Office of Alumni Relations.

**GREATER WEST CHESTER CHAMBER OF COMMERCE M.B.A./JAMES HAMILTON SCHOLARSHIP.** Established by the West Chester Chamber of Commerce, this scholarship is awarded to an M.B.A. student who has resided in the greater West Chester area for at least the previous 12 months. Candidates should have completed a minimum of nine graduate credits with a 3.0 GPA or better. A committee comprised of M.B.A. faculty will choose the recipient.



# Academic Information and Regulations

## Applicable Catalog Year

All students are bound by the Graduate Catalog in the year they are admitted to the University under one of the matriculated student categories (see below under "Classification of Students"). Students are bound by the requirements in the Graduate Catalog at the time that they are admitted to the degree or certificate or teacher certification or professional growth program. If a student is admitted more than once, the year of the most recent admission is applicable. If any of the requirements for the program change while students are matriculating, they may, but do not have to, meet the changed requirements. In some instances, accrediting and/or certification standards necessitate the change in the degree or certificate or teacher certification program requirements. In such situations, the respective college will formally inform each student that he or she must meet the new requirements. Readmitted students are bound by the requirements in place at the time of readmission, except where permission for change in requirements or exception has been granted by the respective department and the dean of graduate studies and extended education.

## Time to Complete the Degree Program

All requirements for the master's degree, including courses, comprehensive examinations, and thesis, must be completed within six years.

See also "Degree Candidacy" and "Degree Requirements."

## Classification of Students

Students are classified as follows:

### A. Matriculated Students

1. *Full matriculation*, granted to a student who meets all admission requirements.
2. *Provisional matriculation*, which may be granted to a student who
  - a. Has not taken the Graduate Record Examination, the Miller Analogies Test, or a specialized entrance examination required by the department concerned.
  - b. Is unable to present all prerequisites required by the department.

Students must fulfill the conditions stipulated in their provisional acceptance

by the time that application to degree candidacy is made. Credit earned as a provisional degree student may be accepted toward the degree only on recommendation of the student's adviser.

Note: Some programs do not grant provisional matriculation.

3. Teacher certification, which applies to students taking course work to gain teacher certification.
4. Certificate programs, which applies to students taking course work to earn advanced certificates in program concentrations.
5. Professional growth, for students who take graduate course work but seek neither a degree nor certification.

### B. Nondegree Students

A nondegree student may be admitted to take a workshop or other credit-bearing class. Nondegree students may schedule up to nine credits of course work on a nonmatriculated basis. Students taking courses under this policy are expected to meet the minimum GPA required for graduate work and may need to seek permission prior to enrolling. Taking courses on a nondegree basis does not guarantee admission and credits earned may not necessarily be applied to a degree program at a later date. Additional course work may be taken only after the student has applied and been accepted as a matriculated student into one of the categories described above. Students taking only special courses, such as workshops, are the exception to this rule.

Courses taken under nondegree status may not necessarily be applied to degree programs at a later date. Students should begin the formal application process immediately after they have decided to pursue a graduate degree at West Chester University.

### Enrollment Classification

Full-time students must enroll in 9-15 course credit hours. Part-time students enroll for fewer than nine course credit hours. Students taking more than 15 hours will pay the per-credit tuition rate (page 8).

For summer enrollment students generally take a maximum of 12 credits. Exceptions to this policy must be approved by the dean of graduate studies and extended education.

## Graduate Summer Sessions

Summer school includes two five-week terms plus a three-week post session, devoted primarily to workshops and courses/programs offered in program-specific formats (see summer course schedule). Admission to summer sessions courses does not constitute admission to a degree program.

## Registration

All active graduate students (those who have maintained continuous enrollment), nondegree students who have attended within the past year, and newly accepted students will have access to the scheduling booklet online. Course schedules for summer/fall are usually available in early February and for spring semester in October.

## Active Status

See policy on Continuous Enrollment.

## Continuous Enrollment

To remain in good standing, graduate students must maintain continuous enrollment (i.e., one or more semester hours each fall and spring) from the semester of matriculation through the semester of graduation. The only exception is for students on a leave of absence. All graduate students who have been admitted into a graduate program must maintain continuous registration each semester (except summer sessions), or must apply for a formal leave of absence. **Graduate students who do not wish to register for formal course work, but who desire to maintain continuous enrollment, must register for GSR799, a noncredit registration category used to record the fact of continuous enrollment.** Graduate students are not required to maintain matriculation during the summer sessions unless they intend to complete their final degree requirements during this period.

With the approval of the graduate coordinator and the dean of graduate studies, a leave of absence may be granted for a minimum of one calendar year. Leave of absence forms may be obtained online. A leave of absence does not extend the six-year time limit for completion of all degree requirements.

Unless a graduate student is granted a leave of absence, he or she is ineligible to return until readmitted. A formal applica-



tion for readmission must be completed and submitted to the Office of Graduate Studies and Extended Education. Forms are available online.

### Readmission

Readmission is not automatic and may be subject to additional conditions set by the department, school or college, or by the graduate dean.

### Advisory System

All students will be assigned an adviser in the program of their chosen major. Students must comply with all program or department advising and scheduling procedures, and are expected to meet with their advisers at least once each semester during the course scheduling period.

### Graduate Level Course Numbering System

500-series graduate level courses to which advanced undergraduates may be admitted

600-series graduate courses not normally open to undergraduates

Course numbering within a series is at the discretion of the department offering the courses.

### Undergraduate Courses for Graduate Credit

Some departments have identified selected undergraduate courses that may be taken by graduate students (under departmental advisement) for graduate credit. No more than six credits of specifically designated 400-level courses may be applied to the awarding of the graduate degree. See departmental listings. All undergraduate credits, even those applied towards a graduate degree or certificate or certification program, will not be certified as graduate credit by the Office of Graduate Studies for any reason (e.g., notification to employer, or transfer of credits to another institution).

### Workshops

The number 598 following the departmental prefix indicates an "open" workshop that allows the departments to offer a variety of short-term seminars in specific subjects under this designation. Such workshops may or may not carry credit in a graduate degree program.

### Course Credit by Examination

Credit by examination may not be taken for graduate course work.

### Pass/Fail Grades

The pass/fail option is not available to

graduate students for graduate or undergraduate courses.

### Transferring Credit from Other Institutions

West Chester students who wish to take course work at other institutions for credit at West Chester University must obtain approval from their chairperson or graduate coordinator and the dean of graduate studies and extended education prior to enrollment. Other restrictions and requirements are the same as those given in "Transfer of Credit," page 6.

### Change of Status

A provisional degree student who has met the various conditions stipulated at the time of admission may petition for full graduate standing by completing the change of status form available online. Credit earned as a provisional degree student or as a nondegree student may be accepted in a degree program only on the recommendation of the student's adviser. Provisional degree students should consult their advisers well in advance in order to select work appropriate for transfer toward the degree.

### Changing to Auditor Status

Before the end of the add period, a student may apply to become an auditor by completing a change in class status form available online and by obtaining the necessary approval.

### Changes in Program

In order to change from one degree program to another, a student must submit an application to the Office of Graduate Studies and Extended Education. The student must meet all specific admission requirements of the program for which the change is requested and receive the approval of the program coordinator. No fee is charged.

### Adding a Course

Students may add a course by filing a Schedule Change Form in the Office of Graduate Studies and Extended Education only during the schedule change period and after obtaining approval from their program adviser or graduate coordinator, and the dean of graduate studies and extended education.

### Dropping a Course

- A. During the first week of a semester, or the equivalent time in summer sessions, a student may drop a course, thereby receiving no grade,

by filing a Schedule Change Form in the Office of Graduate Studies and Extended Education during the schedule change period.

- B. A grade of W will be entered on the academic record of any student who drops a course between the end of the first week and before the end of the ninth class week or the equivalent in summer sessions. Course withdrawal forms are available in the Office of Graduate Studies and Extended Education.

If a student is only scheduled for one course, then withdrawal from the course at any time is considered a withdrawal from the University.

### Withdrawal from Courses in Summer Sessions

Students wishing to withdraw from summer sessions should follow the same procedure for withdrawal from a course. Withdrawal deadlines are adjusted appropriately in accordance with the summer calendar.

### Withdrawal from the University

Students wishing to withdraw from the University must contact the Office of Graduate Studies and Extended Education and follow the prescribed procedures. If illness or some other emergency interrupts the student's work, he or she must notify the Office of the Graduate Studies and Extended Education immediately. Unless a student withdraws officially, F grades will be recorded for unfinished courses.

### Leave of Absence

Students in a degree program who will not be registering for course work during the fall or spring semesters should either schedule GSR 799 (Continuous Registration) or file a request for a leave of absence with the dean of graduate studies and extended education. A leave of absence may be granted for a minimum of one calendar year. The request should be filed in advance of the semester in which course work is halted. Approved leaves of absence do not release the student from the six-year time limitation stipulated for the completion of degree requirements. Leave of absence request forms may be obtained online.

### Grading System

The following grading system applies to graduate students:



**Grade Definitions:**

Grade	Quality Points	Interpretation
A	4.00	Superior graduate attainment
A-	3.67	
B+	3.33	Satisfactory graduate attainment
B	3.00	
B-	2.67	
C+	2.33	Attainment below graduate expectations
C	2.00	
C-	1.67	
F	0	Failure
IP		In Progress
NG		No Grade
W		Withdrawal
Y		Administrative Withdrawal
AU		Audit

West Chester University does not recognize a grade of D for graduate study. Therefore, any grade below a C- in a graduate course is considered a failure and carries zero quality points.

IP (In Progress) is given to indicate work in progress and will be used only for protected courses (theses, practicums, internships, recitals, and research reports).

NG (No Grade) is given when a student fails to complete course requirements by the end of a semester and a time extension is granted by the instructor; see "Removing 'No Grade' Designation" below.

W (Withdrawal) is given when a student withdraws from a course between the end of the first and the end of the ninth class week of the semester or the equivalent in summer sessions.

Y (Administrative Withdrawal) is given under appeal when there are nonacademic mitigating circumstances, and there is documentation that the student never, in fact, attended class.

**Course Repeat Policy**

Graduate students may repeat up to two courses, which are being applied to their degree, and for which they have received a grade of C+, C, or C-. Courses may be repeated only once. Both grades earned for a course will remain on the student's record; however, the most recent grade (whether it is higher or lower) will be used in the GPA calculation. Receipt of any C+, C, or C- grade applies toward the probation and dismissal policy.

This policy also applies to courses taken at the undergraduate level and applied to the graduate degree or certificate or

teacher certification program, or taken as a prerequisite for the program.

**Removing "No Grade" Designation**

IP grades indicate work in progress and will be used only for protected courses (theses, practicums, internships, recitals, and research reports).

NG grades will be given when a student fails to complete course requirements by the end of a semester and a time extension is granted by the professor. Students must complete course requirements as stipulated by the professor, and not later than the end of the 9th week of the subsequent semester or the NG grade will convert to an F.

**Grade Change Policy**

A grade awarded other than NG and IP is final. Final grades can be changed only when there is a clerical or computational error. If the student thinks there is an error, the student must report the alleged error in writing to the professor as soon as possible, but no later than the end of the fifth week of the following semester. If a grade change is warranted, the professor must submit a change of grade request to the Office of the Registrar not later than the end of the ninth week of the semester. Final grades cannot be changed after the ninth week of the semester following the alleged error.

**Grade Reports**

Grade reports are available to graduate students soon after the end of a semester or summer session on myWCU. Students are reminded to check their reports against grade requirements and other regulations, as well as for accuracy, and to have their grade reports available when consulting with advisers. Students needing a paper grade report for reimbursement purposes can submit the request form found on the Registrar's Web site.

**Grade Appeals****Scope of the Policy**

The Grade Appeals Policy applies only to questions of student evaluation. Since appeals involve questions of judgment, the Grade Appeals Board will not recommend that a grade be revised in the student's favor unless there is clear evidence that the original grade was based upon prejudiced or capricious judgment, or was inconsistent with official University policy. In the case where the grade was based on a charge of cheating, the

Academic Integrity Policy applies (see below). Academic dishonesty includes but is not limited to

1. Plagiarism, that is, copying another's work or portions thereof and/or using ideas and concepts of another and presenting them as one's own without giving proper credit to the source;
2. Submitting work that has been prepared by another person;
3. Using books or other materials without authorization while taking examinations;
4. Taking an examination for another person, or allowing another person to take an examination in one's place;
5. Copying from another's paper during an examination or allowing another person to copy from one's own and/or
6. Unauthorized access to an examination prior to administration.

**Grade Appeals Procedure**

1. (a) student must initiate an appeal in writing within 20 class days from the date of the decision or action in question. In case of an appeal of a final grade, the appeal must be filed no later than the first 20 class days of the term following the one in which the grade was received. This written appeal should be sent to the instructor who awarded the grade in question. The appeal shall be received by the student and the faculty members. They shall mutually attempt to resolve the appeal within five class days from the receipt.
1. (b) If the appeal is based on an interpretation of departmental or University policy, the student's academic adviser may also be present during the review process. In such case, there shall be a limit of five class days in which to resolve the appeal.
2. An appeal not resolved at Step 1 shall be referred in writing by the student within five class days after the completion of Step 1 to the chairperson of the department of which the course in question is a part. If there is a departmental appeals committee, the problem shall be referred directly to it. The department chairperson or the departmental appeals committee shall normally submit a written response to the student within 10 class days following receipt of the written statement of the problem. A copy of this response shall also be provided to the instructor.



3. If no mutually satisfactory decision has been reached at Step 2, the student may submit a written appeal to the dean of the college or school in which the problem originated. Such an appeal shall be made within five class days following the receipt of the written response of the department chairperson or the departmental appeals committee. The dean shall investigate the problem as presented in the written documentation, review the recommendation and provide, in writing, a proposal for the solution of the problem within 10 class days following its referral.
4. If the problem is not mutually resolved by Step 3, the student may file an appeal with the Grade Appeals Board within five class days of the receipt of the written proposal from the dean. The request for an appeal must be submitted to the associate provost or, if appropriate, to the dean of graduate studies who will convene the Grade Appeals Board as soon as possible, but no later than 15 class days after the receipt of the written request.

## Grade Appeals Board

### 1. Membership

- A. The associate provost (or, if appropriate, the dean of graduate studies and extended education) serves as nonvoting chairperson. If the associate provost is not available to serve, the administration will appoint a substitute mutually acceptable to the student and the Association of Pennsylvania State College and University Faculties (APSCUF).
- B. A faculty dean not involved in the appeals process. A substitute may be appointed as given in "A" above.
- C. Two faculty members. At the beginning of each academic year, the Office of the Associate Provost shall randomly select two full-time faculty from each academic department in order to constitute the pool. Two faculty members from different departments will be randomly selected from this pool for each Appeals Board.
- D. Two undergraduate students or, if appropriate, two graduate students appointed by the president of the Student Government Association (SGA).

### 2. Attendance

- A. The faculty member involved may be assisted by an adviser, an APSCUF representative, or the chairperson of the department in which the problem originated.
- B. The student involved may be assisted by an adviser. The adviser may be another student, an administrator, or a faculty member.
- C. Such witnesses as are called on behalf of either the faculty member or the student.
- D. Resource persons or expert witnesses called at the request of the board. In the event that the decision making involves knowledge of the discipline, the board shall be required to utilize at least one resource person from the discipline, an expert adviser(s) to aid them in their decision making.

### 3. Procedure

- A. Preparation for the Hearing - All parties must be informed of the complaint in writing by the chairperson of the Grade Appeals Board (hereafter referred to as "chairperson"), normally within five class days after the receipt of the complaint. Copies of documents and correspondence filed with respect to the complaint shall be provided to the interested parties through the chairperson. Thereafter, neither new evidence nor new charges shall be introduced before the board. The chairperson shall notify in writing the interested parties of the exact time and place of the hearing and shall provide existing University and/or Commonwealth policies relevant to the appeal at least five class days before the beginning of the proceedings. Throughout these proceedings, the burden of proof rests upon the person bringing the appeal.
- B. Hearing Procedure - During the hearing, both the faculty member and the student shall be accorded ample time for statements, testimony of witnesses, and presentation of documents.

### C. Decision of the Appeals Board

- 1) The Grade Appeals Board shall deliberate in executive session and render a decision by majority vote within three days of the close of the hearing. The

chairperson may participate in these deliberations but not vote.

- 2) The chairperson shall notify, in writing, the student, the faculty member, and the department in which the course in question is located of the decision within three class days of the board's final action. The notification shall include the basis upon which the decision was reached.

### 4. Other

- A. A written statement of the decision and relevant materials shall be placed in the student's academic file.
- B. A written statement of the decision and relevant materials shall be placed in the faculty member's file subject to the provisions of official Commonwealth policy governing personnel files.

### Notes

1. Both faculty member and student are entitled to the right of challenge for cause of any member of the department committee (if used) and the Grade Appeals Board except the chairperson. In the case of challenge at the Appeals Board level, the chairperson shall adjudicate the challenge. One challenge at each level is permitted.
2. A "class day" is defined as any day when classes are officially in session at West Chester University.
3. If the course in which the grade dispute occurred is offered under the auspices of a unit of the University other than an academic department, the program director/coordinator, head of that unit, and/or the department chairperson will function in Step 2 of the procedure. In Step 3, the appeal should then be made to the associate provost rather than the dean of the college/school.
4. If the professor is not on contract or in residence on the campus, he or she shall have the right to defer the procedure until his or her return. Similarly, if the procedure would normally occur during the summer and the student is not enrolled in any summer session, the procedure may be deferred until the fall semester at the student's request.

## Academic Integrity Policy

Any situation involving a violation of academic integrity is of major concern to



the University. Faculty members preserve and transmit the values of the academic community through example in their own academic pursuits and through the learning environment that they create for their students. They are expected to instill in their students a respect for integrity and an understanding of the importance of honesty within their chosen profession. Faculty must also take measures to discourage student academic dishonesty.

Commitment to maintaining and encouraging high standards of academic integrity is demonstrated in many ways. One way is through the establishment of policies and procedures governing violation of the standards of academic integrity. The following policies, procedures, and definitions are intended to help faculty meet these responsibilities.

First, the instructor has both the right and responsibility to demand academic honesty if a student is to remain in good standing in the course and is to be evaluated fairly by the instructor. A grade certifies both knowledge and a standard of academic integrity. It is essential that the instructor retain the right to set the minimum academic penalty for academic dishonesty in a course, subject to the appeal rights of a student.

Second, cheating is not just a matter between an instructor and student in a specific course. While it is the right and duty of the instructor to set minimum penalties for dishonesty in a particular course, the University is responsible for the minimum standards of academic integrity and achievement on which degrees are based. It is the University that permits students to remain members of the academic community and finally certifies that students have attained sufficient academic credit and exhibited acceptable standards of conduct to entitle them to a degree.

Third, students accused of academic dishonesty have the right to have their case heard in a fair and impartial manner, with all the safeguards available within the bounds of due process.

### Violations of Academic Integrity

Violations of the academic integrity standards of West Chester University fall into six broadly defined categories listed below:

1. **Plagiarism:** Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work.
2. **Fabrication:** Fabrication is the use of invented information or the falsifica-

tion of research, information, citations, or other findings.

3. **Cheating:** Cheating is an act or an attempted act of deception by which a student seeks to misrepresent his/her mastery of the information or skills being assessed. It includes, but is not limited to, using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
4. **Academic Misconduct:** Academic misconduct includes, but is not limited to, other academically dishonest acts such as tampering with grades; or taking part in obtaining or distributing any part of a test that has not yet been administered; or disrupting or interfering with the ability of others to complete academic assignments. It also includes violations of the Student Code of Conduct, as they relate to the academic environment.
5. **Facilitating Academic Dishonesty:** Facilitating academic dishonesty includes helping or attempting to help another to commit an act of academic dishonesty.
6. **Breach of Standards of Professional Ethics:**

In certain degree programs, students will be instructed on and provided with that particular profession's code of ethics (e.g., the American Nurses Association Code for Nurses). Under some circumstances, if a student is found to have violated that professional code, that violation may be considered a breach of the Academic Integrity Policy.

### Procedures for Handling Cases

Faculty are responsible for determining the grades earned in their courses, and they are the first step in determining if a violation of academic integrity has occurred. They are also the first individuals to determine what penalty should be levied. A faculty member responsible for assigning final grades in a course may acquire evidence, either directly or through information supplied by others that a student violation of academic integrity may have occurred. After collecting the evidence available, the faculty member will meet with the student to present the evidence of an alleged violation and request an explanation.

If the faculty member accepts the student's explanation, no further action is taken. If the faculty member determines that a violation has occurred, the faculty

member informs the student, within five days of his/her decision, in writing, of the penalty that will be imposed. The faculty member will also inform the student of his/her rights to file an appeal within 10 days of the faculty member's decision.

Once a faculty member has charged a student with academic dishonesty, the student may not withdraw from the course to avoid a grade penalty or to prevent the filing of the Report of Violation of Academic Integrity. Any student who withdraws from a course before the charge is made may be reregistered for the course so that appropriate action can be taken.

The faculty member fills out and forwards a copy of the Report of Violation of Academic Integrity, together with any additional supporting documentation, to his/her department chairperson. In departments that have a departmental Academic Integrity Board, the faculty member will forward the information to the departmental board. The department chair (or chair of the departmental board) will forward the information to the graduate dean. If the faculty member is the department chair and there is no departmental board, the report will be sent directly to the graduate dean.

The graduate dean will then forward the information to the provost or his/her designee. The report includes

- the nature of the charge/evidence against the student;
- a brief summary of the meeting with the student;
- the faculty member's decision; the right of appeal to the department chair (or departmental board).

If the student is subsequently found not guilty of the charge, the student may either

- remain in the course without penalty, or
- withdraw from the course regardless of any published deadlines.

If the student is found guilty of violating the student Academic Integrity Policy, the student may not withdraw from the course and will receive the sanction imposed by the instructor or other academic authority.

### Penalties

All acts of academic dishonesty violate standards essential to the existence of an academic community. Most offenses are properly handled and remedied by the



faculty member teaching the course in which they occur. The penalties that may be assessed by the faculty member include the following:

- completion of alternative work, with or without a grade reduction;
- a reduced grade (including "F" or zero) for the assignment;
- a reduced grade (including "F") for the entire course.

A grade of "F" for the course triggers the graduate policy on automatic dismissal from the University. Students dismissed under these circumstances will not be considered for readmission to another academic program at West Chester University.

Whatever the penalty, the report describing the incident and recording the decision will be kept by the graduate dean until the student has graduated and the degree has been awarded. Individual departments may establish a "zero tolerance" policy for their majors. Students must be clearly informed of such a policy by those departments.

The purpose of this record keeping is to ensure that students who violate the University's student Academic Integrity Policy a second time are dealt with appropriately. A second violation will result in automatic expulsion from the University.

### Appeal Procedures

A student may appeal the instructor's unilateral imposition of a reduced or failing grade. A student who files an appeal within 10 days of the faculty member's determination will suffer no worse penalty as a result of the appeal than he/she would have suffered if he/she had not appealed the instructor's unilateral action.

A student who files an appeal to the next level must do so within 10 days. The request for appeal should contain any and all information that the student believes is relevant to his/her case.

After the initial appeal to and decision by the department chair, the student will have five days to appeal the decision to the graduate dean, if he/she so wishes.

The progression of the appeal is as follows:

1. Chair of the department in which the course is housed (or departmental board) - appeal must be filed within 10 days of faculty decision;
2. Graduate dean - appeal must be filed

within five days of department's decision;

3. West Chester University Academic Integrity Board - appeal must be filed within five days of the graduate dean's decision.

If the faculty member who has brought the charges is also the chair of the department, the appeal moves directly to the graduate dean.

Information on the composition and functioning of the Academic Integrity Board and sanctions is located on the University's Web site at [www.wcupa.edu](http://www.wcupa.edu).

### Academic Integrity Board

The Academic Integrity Board may be requested by an accused student as part of the appeal process.

#### Membership of the Academic Integrity Board

1. The provost (or provost's designee) shall appoint faculty and administration members of the Academic Integrity Board. The dean of Graduate Studies and Extended Education serves as nonvoting chairperson. If the dean of Graduate Studies is not available to serve, the administration will appoint a substitute.
2. A faculty dean not involved in the charging process. A substitute may be appointed as given in paragraph 1.
3. Two faculty members. At the beginning of each academic year, the Office of the Provost (or provost's designee) shall randomly select two full-time faculty from each academic department in order to constitute the pool. Two faculty members from different departments will be randomly selected from this pool to serve on the Academic Integrity Board. In the case of charges brought against graduate students, the faculty members must be involved in teaching graduate-only courses (double-numbered courses do not count) or in directing graduate research projects.
4. Two graduate students. Such students will be appropriately trained in procedures relating to this policy and the need for confidentiality pursuant to the Family Educational Rights and Privacy Act (FERPA).

### Hearing Procedures for Academic Integrity Board

The chair will provide notice to all parties which shall include a summary of the matter for disposition, as well as the time

and place of the hearing. The student charged will also be advised as to the identities of Academic Integrity Board members and witnesses that will be presented by the charging party. Hearings shall proceed to the extent possible according to the following form:

1. The chair shall open the proceedings by reading the statement of charges;
2. The charging party shall then present the case against the accused party, including the presentation of witnesses. This shall be done by the submission of written, physical, and testimonial evidence. The accused party and the board shall have the right to conduct reasonable questioning of the charging party and the charging party's witnesses; hearsay evidence is not acceptable since it denies the opposing party the opportunity to cross-examine unless such is a business record of the University.
3. At the conclusion of the charging party's presentation, the accused party may present a defense, including the presentation of witnesses, or may plead to the charges. This shall be done by the submission of written, physical, and testimonial evidence. The charging party shall have the right to conduct reasonable questioning of the accused party and the accused party's witnesses; hearsay evidence is not acceptable since it denies the opposing party the opportunity to cross-examine unless such is a business record of the University.
4. After both cases have been presented, the board shall allow rebuttal evidence;
5. At the close of the hearing, the board shall allow closing arguments by the parties.

The board chair shall have authority and be responsible for maintaining an orderly procedure throughout the hearing. All hearings are closed proceedings; witnesses may be excluded from the room until the appropriate time for their testimony. The burden of proof rests on the individual bringing charges. All matters upon which the decision will be based must be introduced into evidence at the hearing.

Both parties shall have the right to be assisted by advisers, who may be attorneys, and who may be present at hearings. The board chair must be notified in advance of the hearing as to whom the advisers will be. The advisers may only consult and interact privately with their advisees, and



may not address the board. Advisers who are disruptive to the process will be asked to leave the proceedings, and the matter will go forward absent their involvement.

All hearings will be tape recorded. The audiotape record of the hearing will be archived in the Office of the Provost or the Office of the Dean of Graduate Studies and Extended Education, or his/her designee for five years. A written transcript of the hearing will be provided at the expense of the University pursuant to a validly issued subpoena.

A written recommendation based on a preponderance of evidence, arrived at by majority vote, in which the facts and reasons for the recommendation are set forth shall be issued within 15 calendar days after the close of the board proceedings. That report shall be sent to the provost and vice president for academic affairs, with copies to all parties, including the graduate dean and the appropriate department chair. The copy to the accused will be sent certified mail, return receipt requested, and first-class mail. Within 15 calendar days the provost shall implement the recommendation of the board, or shall provide a written response containing his/her decision, and explaining to all parties his/her reasons for declining to implement the board's recommendation. In the event that the provost finds inadequacies in the record, the matter can be remanded back to the board for additional testimony.

Any party who fails without appropriate reason to appear at the hearing consents to the hearing being conducted in his or her absence and to a final decision to be made based on the facts presented.

The board retains the right to continue a hearing whenever necessary and appropriate.

Either party may express its reaction in writing regarding the recommendation of the board to the provost or his/her designee within seven calendar days of receipt of the recommendation. If the seventh day falls on a weekend or holiday, the seventh day will be the first day that the University is open for business. Written submissions should be submitted to the provost. Any stay of sanction shall be granted only upon application to and at the sole discretion of the provost or his/her designee. The decision of the provost shall be final. If the penalty being levied is an "F" in the course, the provost will direct the registrar to enter the grade of "F" in the student's record. **A grade of "F"**

### **for the course will automatically result in the student's expulsion from the University.**

NOTE: A written statement of the decision and relevant materials shall be placed in the student's academic file and sent to the student's academic adviser. In the absence of a student appeal, the recommended sanctions from the department and dean's level should be forwarded from the graduate dean's office to the provost for action.

### **Sanctions**

At the conclusion of the appeals process, a student may be exonerated or subject to any combination of the following range of penalties. If the student is found in violation of the Academic Integrity Policy, the board will not impose a penalty that is more severe than the one recommended by the faculty member for that infraction. The board shall have no knowledge of any record of previous acts of academic dishonesty when making its initial adjudication of the case. Any actions taken by the provost will be sent to the director of the Office for Judicial Affairs and Student Assistance. A disciplinary file will be established as a permanent record of these actions.

1. The board may agree with the instructor and apply a penalty to the student's grade, including failure in the course. Further, the board may agree with the faculty member's recommendation that the student receive a more severe penalty than failure in the course and apply one of the sanctions listed below:

a. **Expulsion:** The student is informed in writing that he or she is being expelled from the University. This action is one of involuntary separation from the University. The relationship between the student and this University is permanently terminated. The student is not permitted on University property. There will be no refunding of fees. The assignment of grades shall be in accordance with University policy. The fact of the expulsion and the reason for it will be entered upon the student's official transcript and upon all copies thereof. A student who has been expelled for academic dishonesty will not be awarded a degree from West Chester University.

b. **Restitution:** Restitution may

be imposed on students whose violation of these standards has involved monetary loss or damage. Restitution as imposed by the board will be regarded by the University as a financial obligation to the University.

2. **Hold on records:** The University may withhold transcripts, grades, degrees, diplomas, or other official records pending the disposition of cases.

### **Notes**

1. If the complainant is not on contract or in residence on the campus, he or she shall have the right to defer the procedure until his or her return. Similarly, if the procedure would normally occur during the summer and the student is not enrolled in any summer session, the procedure may be deferred until the fall semester at the student's request.
2. Each department must submit to the college dean and graduate dean its written process for hearing appeals. Likewise, the academic dean and graduate dean must submit to the provost and vice president for academic affairs his or her written process for hearing appeals. These processes must, as a minimum, provide notice to all involved parties and must provide an opportunity for all parties to be heard by a neutral fact finder or body who will render a decision and permit the accused to have an adviser. Such policies and procedures should be readily available to all students of the department.
3. A written statement of the decision and relevant materials shall be placed in the student's academic file and sent to the student's academic adviser. In the absence of a student appeal, the recommended sanctions from the department and dean's level should be forwarded from the graduate dean's office to the provost for action.

### **Obtaining Transcripts**

Transcripts of work taken at West Chester University may be obtained from the Office of the Registrar. A check or money order, payable to West Chester University, must accompany a written request that should include the period of attendance at the University, degree status, the curriculum pursued, Social Security number, and any change of name during enrollment. For a description of the transcript fee, see "Fees and Expenses."



## Changes in Name or Address

Students should immediately notify the Office of Graduate Studies and Extended Education, and their department of any change of address or change in name.

## The Comprehensive (Area of Specialization) Examination

A comprehensive examination covers the student's major field and is constructed, administered, and evaluated by the faculty of the student's major department or program. Candidates are responsible to know the deadlines and conditions for the examination and must apply to the program graduate coordinator or chair. Generally, students are not eligible to take the examination prior to the semester in which all courses in the major discipline are completed.

## Defense of Master's Thesis

Students who write a master's thesis must first have the "Request for Approval of Master's Thesis Examining Committee" form completed and signed before the student begins work on the thesis. (This form is available online.) The completed thesis must be successfully defended before a faculty examining committee. The requirement of the University is that a student passing the thesis defense will receive no more than one negative vote from the examining committee. However, in a number of departments, a unanimous positive vote of the examining committee is required for a successful defense. Thesis students should check departmental requirements with the graduate coordinator.

## Other Examinations

Other examinations may be required of degree students. All requirements given under the heading of the particular program should be carefully noted.

## Research Requirements

Students should consult specific programs to determine whether independent study directed toward either the thesis or a research report is required, offered optionally, or omitted.

## Application for Graduation

Each candidate for a master's degree must submit their Intent to Graduate form on myWCU (1) a check for \$56 made payable to the Commencement Fund; (2) a Commencement Fund invoice form; and (3) a cap and gown order form. All of these forms are available online. The following are deadline dates for applying

to graduate: May graduation-February 1; August graduation- June 1; December graduation-October 1.

## Submitting the Thesis for Binding

After approval by the examining committee, theses must be typed in accordance with specifications contained in the "Guide to the Preparation of the Master's Thesis," a copy of which may be obtained from departmental offices or online. After the dean of graduate studies and extended education has approved the thesis, the student is responsible for transmitting all required copies to the library for binding.

## Second Master's Degree

Students wishing to obtain a second master's degree from West Chester University must meet all academic requirements set by the Office of Graduate Studies and the department concerned. Candidates for a second master's degree must earn a minimum of 24 credits beyond the hours applied toward the first master's degree. All new credits and additional departmental academic requirements must have been completed within a six-year period preceding the awarding of the second degree.

## Teaching Certification Programs

The primary mission of the teacher education programs at West Chester University is the preparation and continuing development of educational professionals. The University subscribes to learning and teaching in context in order that all PK-12 students achieve in the public schools and other education environments throughout the Commonwealth of Pennsylvania.

The University is committed to excellence in teacher education by preparing candidates to exhibit five unit outcomes: knowledge and pedagogical specialist, assessment and instructional designer, diversity advocate and classroom community builder, school and community professional, and self-directed practitioner.

The University is committed to preparing exemplary professionals to assume their roles and responsibilities as educators in a multicultural, global society; to pursue personal and professional development opportunities; to support the continuing improvement of schools; to assume leadership; and to participate in the education community.

The State Board of Education adopted changes that affect all of Pennsylvania's teacher certification programs by adding nine credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or equivalent combination to meet the instructional needs of English language learners. Additional program requirements are being developed and incorporated into certification programs to comply with new regulations for certifying teachers and will become effective January 1, 2011.

The State Board of Education also adopted changes specific to early childhood, elementary (K-6), and special education. New certification guidelines will apply after August 31, 2013 regardless of a candidate's enrollment date. Candidates seeking current certifications must complete their program by August 2013, including all certification requirements.

## Formal Admission to Teacher Education for Certification

As part of the admission process, upon entrance to the University, graduate students (in both postbaccalaureate and master's programs) seeking teacher certification must meet with their academic adviser(s) to complete an "Approved Program of Study" (APS) form. This form outlines all of the students' certification requirements and is signed off by the University certifying officer attesting to their unique course of study at WCU. The original APS is submitted to the Office of Teacher Certification during their first semester. Once their APS is processed, graduate students work toward their Formal Admission to Teacher Education (FATE). To be eligible for FATE and qualify for designated advanced courses, one must

- have a minimum 3.0 GPA (most programs have higher GPA requirements);
- pass the three Pre-Professional Skills (PPST) Tests in Reading, Mathematics, and Writing;
- earn three credits of college-level English composition;
- earn three credits of college-level literature (taught in English); and
- earn six credits of college-level mathematics.

Students with FATE whose programs



culminate in a student teaching semester must apply to student teach during the first month of classes (September or January) of the semester prior to the intended student teaching semester. Students in the elementary education program are required to apply for student teaching two semesters prior to the intended student teaching semester.

All graduate students must maintain a 3.0 GPA in their graduate studies to maintain FATE and good standing at WCU.

It is the graduate student's responsibility to apply for a Pennsylvania certificate through the Office of Teacher Certification.

### **Instructional I (Provisional)**

The Instructional I certificate is issued for entry into a teaching position in the public schools of Pennsylvania and is valid for six years of service in Pennsylvania (not calendar years). To receive an Instructional I teaching certificate, a person must meet all of the requirements to be certified and must be recommended to the PDE by the institution of higher education at which the person completed the requirements.

### **The Pennsylvania Teacher Intern Certification Program**

Designed for individuals who possess a baccalaureate degree, the intern certificate is valid for a period of three years. The certificate is issued only for instructional areas; it is not applicable for professionals seeking certification as educational specialists, administrators, or supervisors. Before being admitted to the program, candidates for the teacher intern certificate are expected to attain all of the professional competencies established for students pursuing a degree program with certification in a specific field, with the exception of student teaching. Candidates are expected to obtain a firm offer for a teaching position that will be held during the internship period. Contact the Teacher Education Center in Room 251, Francis Harvey Green Library.

### **Graduates Seeking Level II Teaching Certification**

The second-level certificate is issued to a person who holds an Instructional I certificate, who has completed three years of satisfactory teaching in a Pennsylvania public school as certified by the superintendent of the school district in which the person's most recent service was performed or, in the case of an intermediate unit, the executive director or, in the

case of an approved nonpublic school, the chief school administrator.

In addition, the person must have completed 24 semester credit hours of collegiate credit at an approved baccalaureate or advanced-degree-granting institution subsequent to the conferring of the baccalaureate degree. The credits may be satisfied, in whole or in part, through in-service programs approved by the Pennsylvania Secretary of Education. Last, the person must successfully complete an induction program offered by a public school district and approved by the PDE.

### **Educational Specialist Certification**

Commonwealth regulations also provide for certification as an educational specialist to those persons who successfully complete an approved program of study and have the recommendation of the training institution. The Educational Specialist Certificate is issued on two levels.

#### **Educational Specialist I (Provisional)**

The Educational Specialist I Certificate is issued for entry into a professional position in the schools of the Commonwealth. The applicant must have completed an approved program of study, possess a baccalaureate degree, and been recommended for certification by the preparing institution.

#### **Educational Specialist II**

The Educational Specialist II Certificate is a certificate issued to an applicant who has completed three years of satisfactory service on an Educational Specialist I Certificate, and who has completed 24 semester hours of postbaccalaureate or graduate study at a regionally approved institution. In addition, the applicant must have received the recommendation of the superintendent of the school district in which his or her most recent service was performed, or in the case of an intermediate unit, the executive director, or in the case of an approved nonpublic school, the chief school administrator.

On June 1, 1987, the Pennsylvania State Board of Education implemented revisions to the Pennsylvania Code. These revisions require all students who apply for Pennsylvania teaching certificates to pass state competency tests in basic skills, general knowledge, professional knowledge, and specific knowledge of the subjects in which they seek teacher certification.

As changes are made in requirements

for all certification programs, it is the student's responsibility to satisfy the new requirements.

### **ACT 48**

All educators holding Pennsylvania public school certification including Intern, Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility, and all vocational certificates are affected by the requirements of Act 48. Educators must maintain their certificates as active by earning six collegiate credits or six PDE-approved, in-service credits or 180 continuing education hours or any combination of the above every five calendar years. Note: Each collegiate or in-service credit is equal to 30 continuing education hours.

### **Professional Certificates**

Several departments and programs, in addition to offering degrees, offer professional certificates on completion of a prescribed course of study. Consult the individual department or program listings regarding offerings.

### **The Frederick Douglass Institute**

The Frederick Douglass Institute at West Chester University is an academic program for advancing multicultural studies across the curriculum and for deepening the intellectual heritage of Frederick Douglass, the former slave, distinguished orator, journalist, author, and statesman. Douglass, who was a frequent visitor to the West Chester area, gave his last public lecture on West Chester's campus on February 1, 1895. Thirty years earlier, at the inauguration of a Baltimore, Maryland, institute named for him in October 1865, Douglass said that the mission was "to be a dispenser of knowledge, a radiator of light. In a word, we dedicate this institution to virtue, temperance, truth, liberty, and justice."

At West Chester University, the Douglass Institute is primarily involved in four academic areas: 1) promoting research and teaching in multiculturalism and on Frederick Douglass; 2) sponsoring distinguished lectures, exhibits, and student presentations; 3) organizing the Frederick Douglass Teaching Scholars Program to prepare advanced graduate students from historically underrepresented and underserved populations to become teachers in higher education; 4) and collaborating with historical societies and other educational and cultural agencies.

The activities of the institute take place



on and off campus. With undergraduate and graduate students, and West Chester faculty, the institute sponsors seminars and forums on selected topics. The Anna Murray Douglass Circle is the name for a lecture series offering a platform for today's leading intellectuals. The institute also coordinates a monthly Lunch (En) counter lecture series.

Annually in April, the institute organizes the Dr. Patricia Gratsy Gaines Multicultural Leadership Award and Lecture in collaboration with the College of Education.

West Chester's institute is the convener for the Frederick Douglass Institute of the Pennsylvania State System of Higher Education, a collaborative created in 1999 with other campuses.

For further information, call Dr. C. James Trotman, director, Frederick Douglass Institute at 610-436-2766.

### Poetry Center

The West Chester University Poetry Center hosts the annual West Chester University Poetry Conference (the largest annual poetry gathering in America), sponsors the University's Poet-in-Residence program, presents poetry readings throughout the year, and collaborates on poetry and music concerts with the College of Visual and Performing Arts. The center also oversees national and regional poetry awards under the auspices of the Iris N. Spencer Poetry Awards. The center is located in the WCU Poetry House, and Professor Michael Peich, Department of English, is the director.

### The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

West Chester University accords all rights under the law to students who are in attendance at the University, and in certain instances to the parents of dependent students, as defined in Section 152 of the Internal Revenue Code of 1954. Basically, a dependent student is a student whose parent(s) provides more than half of his/her support. Generally, the University does not provide information to parents

because of this act. However, exceptions are made if

1. the student gives his or her parents written consent if the student is independent; or
2. the parents provide a certified copy of their most recent Federal Income Tax Form reflecting dependency status of the son/daughter which must be on file in the **Office of the Registrar**.

No one outside the institution shall have access to, nor will the institution disclose, any information from students' education records without the students' written consent except to personnel within the institution who have an educational need, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, a valid subpoena, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the act.

Within the West Chester University community, only those members, individually or collectively, acting on the student's educational interest are allowed access to student education records. These members include, without limitation, personnel in the offices of the Registrar, Bursar, Financial Aid, Admissions, and academic personnel within the limitations of their need to know.

At its discretion the institution may provide directory information (see Directory Information) in accordance with the provisions of the act to include a student's name, address, telephone number, e-mail address, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, scholarship information, weight and height of members of athletic teams, and all other information defined as directory information by West Chester University. Students may withhold directory information by submitting a "Request to Prevent Disclosure of Directory Information" form to the Office of the Registrar within 15 calendar days after the beginning of each fall semester. If a student places this hold on his or her account, it will remain in effect until otherwise notified.

The law provides students with the right to inspect and review information

contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable. The University Registrar at West Chester University has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions, personal, and academic. Students wishing to review their education records must make written requests to the Office of the Registrar listing the item or items of interest. Only records covered by the act will be made available within 45 days of the request. Students may have copies made of their records with certain exceptions, or a copy of the academic record for which a financial hold exists. These copies will be made at the students' expense. Education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, employment records, or alumni records. Health records, however, may be reviewed by physicians of the students' choosing.

Students **may not** inspect and review the following as outlined by the act: financial information submitted by their parents, confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the Office of the Registrar. If the decisions are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be noti-



fied within a reasonable amount of time that the records will not be amended, and they will be informed by the Office of the Registrar of their right to a formal hearing. Student requests for a formal hearing must be made in writing to the associate vice president for academic affairs who, within a reasonable period of time after receiving such request, will inform students of the date, place, and time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panels which will adjudicate such challenges will be the individuals designated by the University.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. Their education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place within the education record statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Students who believe adjudications of their challenges were unfair or not in keeping with the provisions of the act may request, in writing, assistance from the president of the institution to aid them in filing complaints with Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

Revisions and clarifications will be published as experience with the law and the institution's policy warrants. This policy has been adopted in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232(g), and the regulations promulgated thereunder at 34 C.F.R. 99.1 et seq., and that reference should be made to that statute and regulations for additional information. Contact the Office of the Registrar with any questions.

## Directory Information-Rights and Privacy Act of 1974

West Chester University from time to time makes public certain kinds of information about students, such as the names of those who receive scholarships, who hold offices, or who are members of athletic teams. Various kinds of campus directories are published throughout the year to help members of the University community locate and communicate with each other. The commencement programs publish the names of those who have applied for graduation.

The Family Educational Rights and Privacy Act of 1974 defines the term "directory information" to include the following categories of information: the student's name, address, telephone number, e-mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. The University will limit information that is made public to categories such as these but will not necessarily publish all such information in every listing.

Undergraduate and graduate students who do not wish to have any or all of such directory information published without their prior consent must submit a "Request to Prevent Disclosure of Directory Information" form to the Office of the Registrar within 15 calendar days after the beginning of each fall semester. If a student places this hold on his or her account, it will remain in effect until otherwise notified.

## ADA Policy Statement

West Chester University is committed to equality of opportunity and freedom from discrimination for all students, employees, applicants for admission or employment, and all participants in public University-sponsored activities. In keeping with this commitment, and in accordance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, the University will make every effort to provide equality of opportunity and freedom from discrimination for all members of the University community and visitors to the University, regardless of any disability an individual may have. Accordingly, the University has taken positive steps to make University facilities accessible to individuals with disabilities and has

established procedures to provide reasonable accommodations to allow individuals with disabilities to participate in University programs.

The director of the Office of Social Equity has been designated as the ADA coordinator for the University. In this capacity, the director of social equity works with the University ADA Committee to advance University policies and procedures that will provide equal educational and employment opportunities for individuals with disabilities. The Office of Social Equity has an established process to investigate and address any complaints of discrimination on the basis of a disability. Any individual who has a suggestion, question, or complaint regarding ADA issues is encouraged to contact the director of social equity, 13/15 University Avenue, 610-436-2433.

West Chester University has also established the Office of Services for Students with Disabilities, which operates as a centralized service for addressing the needs of students with disabilities and as a resource center for students, faculty, and staff. A student who wants to request an accommodation and/or receive specialized services should contact the director of the OSSD. The policies and procedures used by the OSSD are contained in the West Chester University Handbook on Disabilities, which is available in the OSSD, 223 Lawrence Center, V/TDD 610-436-3217.

Various housing facilities and services are available for resident students with disabilities. For this and other information about on-campus housing and food service, please contact the Office of Residence Life and Housing, 202 Lawrence Center, 610-436-3307.

The Office of Human Resources has been designated as the contact for employees and applicants seeking to request an accommodation. The office is located at 201 Carter Drive, 610-436-2800.

West Chester University is involved in the ongoing process of renovating campus buildings to ensure accessibility for all individuals. Many of our buildings are currently accessible, but some are awaiting renovation. To find out whether a particular location is accessible or how to access a location, please contact the space manager at 610-436-3348. To make arrangements for changes to a particular facility to ensure accessibility, please contact the manager of campus projects at 610-436-3599.



# University Services and Student Living

## Library Services

West Chester University has two libraries, the Francis Harvey Green Library at the corner of High Street and Rosedale Avenue, and the Presser Music Library, 121 Swope Music Building and the Performing Arts Center. Both libraries offer excellent environments for study and research. Library collections compare favorably with other major public and private libraries in the region. Total library holdings include more than 2.5 million items, including:

### Print Materials

- More than 783,000 print volumes
- More than 2,300 print subscriptions

### Audio-Visual Materials

- More than 9,500 films, videos, and DVDs
- More than 56,000 sound recordings

### Internet-Accessible Materials

- More than 562,000 electronic books
- More than 6,100 electronic journal subscriptions
- More than 545,000 art images
- More than 325,000 tracks of streaming audio
- Full text of articles from more than 41,000 journals through licensed databases

### Microforms

- More than 930,000 microfilms, microfiche, and microcards

The library's Web site, <http://www.wcupa.edu/library>, provides continually updated access to a wide array of resources and services, including PILOT, the library's catalog, and links to more than 180 specialized databases. Most library databases are available from any computer with Internet access, and they may be accessed from off campus by entering a valid WCU authentication number. Graduate students without a WCU network login or ID may request an authentication number on the library's Web pages. There is no charge for interlibrary loan, and materials not owned by the library may be requested over the Internet.

Special holdings in the Green Library include the Chester County Collection of Scientific and Historical Books, the

Normal Collection (publications by faculty and alumni), and the Stanley Weintraub Center for the Study of Arts and Humanities. Important rare books include *The Biographies of the Signers of the Declaration of Independence* by John Sanderson and the first four Folios of Shakespeare. Also worthy of note are the collections of children's literature, instructional media, and the Philips Autographed Library in Philips Memorial Building.

## Francis Harvey Green Library

The Green Library houses a Starbucks and the E.Z. Taylor Graduate Study Lounge (FHG 608). Access to the Graduate Study Lounge is available through the Graduate Student Association. Key library services include reference (in-person, telephone, and e-mail), library instruction, electronic reserves, interlibrary loan, wireless laptops for use in the library, and access to coin-operated photocopiers and microform copiers. Most materials requested on interlibrary loan from other libraries must be picked up at the Green Library. Questions regarding library materials and services should be directed to the Green Library Reference Desk, 610-436-2435, [refdesk@wcupa.edu](mailto:refdesk@wcupa.edu).

## Presser Music Library

The Presser Music Library contains the University's collection of scores as well as sound recordings, music books, periodicals, and microforms. Laptops are available for in-library use, and the facility also features the latest equipment for listening to sound recordings in analog and digital formats.

## Housing

West Chester University provides housing facilities for its graduate students on a limited basis for the regular school year and all summer sessions. Graduate students may live in either a North Campus residence hall (that houses predominantly undergraduate students), with a 24-hour quiet hour option, or in selected units of the South Campus apartment complex. Students in the residence halls must be on the University meal plan; apartment residents have the option of any meal plan offered or no plan at all. North Campus residence hall rooms are all double occupancy; apartments are designed for five occupants in combinations of double and single bedrooms.

The University, through the West Ches-

ter University Foundation, also offers other housing options on campus that are referred to as affiliated housing. University Hall, Allegheny Hall, and Brandywine Hall are suite-style residence halls on North Campus, and the Village at West Chester University has four-bedroom apartments located on South Campus. These facilities offer all the same opportunities found in University-owned housing but are managed through an arrangement with a company named University Student Housing, located on the ground level of University Hall, 610-692-7391.

Graduate students are expected to abide by all regulations appropriate to their living arrangements. Upon acceptance to graduate study, students may contact the Office of Residence Life and Housing Services for additional information and applications for on-campus housing. Students are encouraged to contact this office as early as possible since the availability of on-campus housing varies based on the time of year that the request is made.

For assistance in locating a dwelling or apartment off campus, students may contact the Off-Campus and Commuter Services program.

The Office of Residence Life and Housing Services is located in 202 Lawrence Center, 610-436-3307.

## Off-Campus and Commuter Services

Services to off-campus and commuter students include off-campus housing listings and the Off-Campus and Commuter Association, which provides special programming and resource materials. Additional services offered include landlord/tenant legal aid information and development of long-range plans to meet the needs of off-campus and commuter students.

Off-Campus and Commuter Services, coordinated by the associate director of Sykes Student Union, are located in 116 Sykes Student Union, 610-436-2984.

## Off-Campus Housing

Students who choose to live in the community must secure their own living accommodations. The Off-Campus and Commuter Services program will assist students in finding housing by providing up-to-date listings of available housing. These listings are available in 116 Sykes



Student Union and may be accessed on the Web at [www.wcupa.edu/och](http://www.wcupa.edu/och).

## Student Health and Wellness Center

The University maintains a Student Health Center staffed by physicians, nurse practitioners, registered nurses, health educators, and a nutritionist. The Health Center staff is available to meet emergency and first-aid needs, and to perform routine treatment of minor illnesses and minor surgical conditions. The Student Health and Wellness Center also offers programs designed to enhance wellness, disease prevention, and health education.

Part-time graduate students must pay the student health fee to be eligible for services. The University does not furnish other medical care or bear the costs of medical or surgical treatment or hospitalization. The community of West Chester has qualified physicians and excellent facilities at the Chester County Hospital.

The Student Health and Wellness Center is located on the second floor of Wayne Hall. Any emergencies during the night and on weekends may be treated at the Chester County Hospital Emergency Room. The Health Center phone number is 610-436-2509 and visits are available by appointment. The Wellness Center phone number is 610-436-3276.

Graduate students, their spouses, and dependents may take advantage of a group medical illness and accident insurance policy approved by the University. Under the same group plan, there is a separate summer policy. Visit the Student Health and Wellness Center for additional information and brochures.

## Services for Students with Disabilities

The Office of Services for Students with Disabilities (OSSD) offers services for students with physical and learning disabilities.

The OSSD is designed to assist students to make a successful transition to the University. We take a proactive stance that encourages students to understand their needs and strengths in order to best advocate for themselves.

The OSSD is located within the Academic Programs and Services Division and coordinates services with the other units within the division, such as the Learning Assistance and Resource Center and the Academic Advising Center, as well as other University offices including the Writing

Center and the Office of Residence Life and Housing. Liaison with governmental agencies and private practitioners for provision of services is also available through the OSSD. In order to ensure continuity of services, students should pursue such actions prior to enrollment. Students needing financial support for personal services or interpreters should register with the appropriate state agency at least six months in advance of matriculation.

Office of Services for Students with Disabilities

223 Lawrence Center

West Chester University

West Chester, PA 19383

610-436-2564

### Services Provided for Students with Disabilities

- Central documentation file
- Optional comprehensive needs assessment
- Advocacy with faculty
- Alternative test-taking arrangements
- Note-taking support
- Study skills tutoring
- Taped texts assistance (Recordings for the Blind, Inc.)
- Adaptive technology
- Readers for visually impaired students
- Interpreters for deaf students
- Peer support
- Association for Disability Awareness

## Information Services

Information Services provides computing resources for a wide variety of users, both academic and administrative. Many of the University's administrative functions, such as registration, grade reporting, and billing, depend heavily on the campus-wide transaction processing system, which provides centralized access to University data from workstations located throughout the campus.

More importantly, computing is a vital instructional and research tool. Information Services offers students and faculty a wide range of computing resources, including a variety of software packages and hardware resources such as SAS, SPSS, MINITAB, programming languages, office software products, microcomputers, printers, graphics workstations, digitizers, and optical

scanners. Many of these facilities are available at various campus locations, but the Academic Computing Center on the ground floor of Anderson Hall serves as a focal point of instructional computing activity. A valid WCU ID card is required to use the Academic Computing Center. (For further information, contact the Academic Computing Center at 610-436-3350.) Computing facilities throughout the campus are joined by a high-speed network.

WCU faculty, staff, and students also can access computing resources off-campus through the Web. The network provides electronic mail capabilities for all campus workstations, connection to the Internet, and access to the University's main library catalogs.

The WCU network provides high-speed access to software applications (including programming languages, spreadsheets, word processors, and faculty-developed programs) and electronic communications capabilities to workstations. Student laboratory facilities are available in the Academic Computing Center, each of the nine residence halls, and Sykes Student Union.

Information Services is located in Anderson Hall, 610-436-2828.

## Bookstore

The Student Services Inc. Bookstore is located on the ground floor of Sykes Student Union. The bookstore sells both new and used textbooks for all WCU courses, as well as school and art supplies. The store also stocks best sellers, a variety of general interest literature, and a large selection of reference books, study aids, and teacher aids. SSI Bookstore offers a complete line of official WCU imprinted clothing and an extensive array of gifts, greeting cards, groceries, snacks, and laundry supplies. Services include film processing, special orders for computer software and general interest books, UPS shipping, and daily book buybacks. All major credit cards and personal checks, accompanied with a valid ID, are accepted.

### Bookstore hours:

Mon.-Thurs. 8 a.m.-6 p.m.

Friday 8 a.m.-4 p.m.

Saturday 11 a.m.-3 p.m.

(Hours may be subject to change.)

The bookstore offers extended hours of operation at the beginning of each semester. As a shopping convenience, students may order textbooks and merchandise via the bookstore Web site, [www.click2ssi-bookstore.com](http://www.click2ssi-bookstore.com).



## Career Development Center

The University provides career planning and placement services and programs for its students and graduates through the Twardowski Career Development Center.

The Twardowski Career Development Center's library provides information about careers, federal and state government positions, application forms, procedures, and job requirements.

The center also maintains listings of job vacancies in business, education, and industry.

The services available to graduate students are career counseling; resume referral; and an on-campus interview program. The center's Web site contains links to a variety of job vacancy databases as well as sites to post resumes on the Internet. A variety of resume services are also provided, from samples to assistance in developing a resume to free critiques.

The Twardowski Career Development Center is located in 225 Lawrence Center, 610-436-2501. For additional career information visit the Web page at [www.wcupa.edu/cdc/](http://www.wcupa.edu/cdc/).

## Multicultural Affairs

The Office of Multicultural Affairs is dedicated to the development of multicultural sensitivity, understanding, and appreciation of diversity among students. The office develops and implements comprehensive programs aimed at addressing the needs and concerns of the multicultural student. The Office of Multicultural Affairs also serves as a resource for other University offices regarding multicultural students and aids in projects focused on improving the general campus climate. The office is located in 003 Sykes Student Union, 610-436-3273.

## Public Safety

West Chester University is concerned about the safety and welfare of all campus members and is committed to providing a safe and secure environment. Campus security is the responsibility of the University's Department of Public Safety. Because no campus is isolated from crime, the University has developed a series of policies and procedures to ensure that every possible precautionary measure is taken to protect members of the University community while they are on campus. A full explanation of the University's security policies and procedures, as well as additional pertinent information, appears in a publication called "2009 Annual Report of

Campus Security Policies and Procedures," which is available on the Web at [wcupa.edu/dps/PDF/Clery.pdf](http://wcupa.edu/dps/PDF/Clery.pdf). A copy in print may be requested from the Department of Public Safety.

## Emergency Alert Notification

<http://www.wcupa.edu/dps/emergency/EmergencyNotification.asp>

In an emergency, the University will communicate key information as quickly and to as many people as possible using the following communication channels:

- Text message to WCU Alert subscribers, <http://www.wcupa.edu/wcualert/>
- Mass e-mails to faculty, staff, and students via WCU-assigned e-mail accounts
- Posted on WCU's homepage
- Recorded message on WCU's Information Line, 610-436-1000

While the University has a wide variety of methods to communicate with the campus community, the text messaging service allows the University to use some of the latest technology to reach students, faculty, and staff in the event of any emergency. The WCU homepage at <http://www.wcupa.edu> will be the primary source for all up-to-date, official information concerning emergencies.

## Emergency Preparedness

The University continues to review its safety policies and procedures and has developed new initiatives to address the issues raised by recent national tragedies. Although no college campus is completely safe, West Chester University has taken positive steps to enhance the safety of the campus community. It is important that all University community members understand how the institution will proceed and respond in case of a campus emergency. All students and employees should learn where to find emergency information and instructions, and be familiar with evacuation procedures for buildings where they live or work, as well as those they visit during the course of a day. The preparation people take now to learn, be aware of, and practice their own personal emergency plan is vital. Information about emergency preparedness and planning, as well as the University Threat Assessment Policy is available at [wcupa.edu/dps/emergency/EmergencyPreparedness.asp](http://wcupa.edu/dps/emergency/EmergencyPreparedness.asp).

## Vehicle Registration

All employees, eligible students, and

visitors planning to use West Chester University parking lots must register their vehicles with the Department of Public Safety and purchase/obtain a parking permit/pass. Graduate students are required to purchase the appropriate parking permit depending on whether they are commuter or resident students. Student parking lots do not require a permit from 4 p.m. through midnight any day of the week throughout the year. Commuter students who have classes during that time do not need to purchase a parking permit.

The annual registration fee is established by the Council of Trustees. For parking regulations, "annual" is defined as September 1 until August 31 of the following year. Specific registration procedures will be announced yearly. A valid WCU ID/driver's license and vehicle registration must be presented at the time of registration. The parking permit is to be displayed properly from the rear view mirror as stated on the reverse side of the permit. Mutilated, defaced, lost, or stolen permits must be replaced. Contact the Public Safety Parking Services Office for the procedure and cost of replacing the permit. The operation and registration of a vehicle must conform to Commonwealth of Pennsylvania vehicle law and University regulations. For complete information regarding motor vehicles and registration, refer to the Motor Vehicle Regulations pamphlet available at Public Safety or on the Web at [www.wcupa.edu/dps/MVReg.asp](http://www.wcupa.edu/dps/MVReg.asp).

## Speech and Hearing Clinic

The Speech and Hearing Clinic, located at 201 Carter Drive, Suite 400, is maintained by the Department of Communicative Disorders to train student clinicians under the supervision of licensed, certified faculty. The clinic provides evaluation, intervention, and consultation services to individuals with speech and language disorders, communication differences, and professional communication enhancement needs, as well as comparable services to those with various hearing disorders. The clinic also provides diverse community outreach and education opportunities for individuals and institutions. Clinic services offered are complimentary for students, faculty, and staff at West Chester University, as well as for students at Cheyney University. Those outside the University community may access clinical services in accordance with a modest fee schedule. Additional information or appointments can be made through the clinic office, 610-436-3402.



## Sykes Union Building

The Earl F. Sykes Union first opened in 1975 as the community center for West Chester University. A building expansion and major renovations were completed in 1995, providing students with a new 102,000 square-foot facility.

The student union, as a facility and an operation, is designed to encourage all members of the campus community to participate in a wide variety of cultural, social, educational, and recreational programs.

The multipurpose building features a 350-seat theater, fitness center, bookstore, SSI Service Center, and the Multicultural Center, all on the ground floor. The first floor offers a dining area with seating for 350, an outdoor terrace, and a large food servery. Also included on the first floor is a 5,000-square foot multipurpose room designed for dances, concerts, banquets, and lectures, as well as the student union administrative offices, Information Center, and Off-Campus and Commuter Services.

The second floor houses the Student Affairs offices of the Vice President, Assistant Vice President, Greek Life, Student Leadership and Involvement, and Judicial Affairs and Student Assistance. The Student Services, Inc. Business Office and the department of Campus Activities, along with student clubs and organizations, are also located on the second floor.

The third floor Frederick Douglass Lounge Area features a 20-unit computer lab with quiet study and seminar space. Sykes Union also features 13 meeting rooms accommodating groups from 5 to 500.

For information concerning Sykes Union please call the Information Center at 610-436-3360/2984.

## Women's Center

The Women's Center addresses the special concerns particular to women, including the issues facing women students who enter the University from high school or return to college after time at home or in the job world. Located in Lawrence Center on the second floor, the Women's Center provides a lounge area for conversation, as well as study, peer advising, support for personal and professional issues, and special interest programs (lectures, films, and concerts). For more information, including opportunities for student volunteers, call 610-436-2122.

## Children's Center

The Children's Center for the children

of West Chester University students and employees is located in McCarthy Hall. The children participate in educational and developmental programs while their parents are in class or at work. The center is licensed by the Commonwealth of Pennsylvania, and all required registration materials must be completed prior to enrollment in the center. For more information, contact the Children's Center at 610-436-2388.

## Graduate Student Association

The Graduate Student Association (GSA) is the student government of all persons enrolled in graduate programs. The primary objective of GSA is to promote the overall well-being of graduate students at West Chester University. All graduate students are members of the association by virtue of their graduate status. The GSA office is located in Sykes Student Union.

## International Education

The Office of International Programs is responsible for international student services, visits by international scholars, and immigration services for faculty and staff. In addition, the office coordinates study abroad opportunities for semester and summer programs. Anyone interested in receiving information or assistance concerning immigration regulations and services for international students, scholars, and faculty is encouraged to contact the Office of International Programs. While semester-long study abroad programs are not generally available for graduate students, some summer study abroad opportunities may be acceptable for credit. Students interested in study abroad should contact the Office of International Programs at 610-436-3515.

## Institute for Women

The Institute for Women was initially designed to serve as the parent organization to represent the interests of women on campus. The institute is an independent body headed by a director and board of directors. Along with the Commission on the Status of Women, Women's Center, and Women's Studies Program, the Institute for Women engages in campus activities for the benefit of women students, faculty, and staff.

The institute sponsors a number of activities to enhance the self-esteem and career success of women at the University: the Woman-in-Residence Program, Graduate Grant, and Endowed Book Fund. The institute prepares periodic reports on the status of women at the University and also

secures Charlotte W. Newcombe Scholarship Grants for mature second-career women. The Institute for Women offers an annual grant of \$750 to a woman graduate student who is accepted into a master's degree program at West Chester University. Application and reference forms may be obtained online at [http://www.wcupa.edu/\\_ADMISSIONS/SCH\\_DGR/pdf/gradgrantapp.pdf](http://www.wcupa.edu/_ADMISSIONS/SCH_DGR/pdf/gradgrantapp.pdf).

pdf or from the Office of Graduate Studies in McKelvie Hall. For more information call Dr. Adale Sholock, director, at 610-436-2122.

## Veterans Affairs

Under the provisions of Title 38, West Chester University is an accredited university for the education of veterans. The University cooperates with the Veterans Administration to see that honorably separated or discharged veterans receive every consideration consistent with either degree or nondegree admission standards.

All veterans, certain dependents of disabled or deceased veterans, and war orphans who wish to obtain educational benefits under the appropriate public laws must register with the Veterans Affairs Office at initial registration. Veterans must renew their registration with this office at the beginning of each subsequent semester and each summer session. The Veterans Administration requires students who are veterans to schedule at least nine credits per semester in order to receive full benefits under the G.I. Bill.

A representative of the Veterans Administration is in the office of Financial Aid, 25 University Avenue, to counsel and act as a liaison between students and the Veterans Affairs Office in financial and other matters.

## The Frederick Douglass Society

Drawing its content from our campus history of social consciousness and its structure from a variety of models in public life, the Frederick Douglass Society of West Chester University is an organization of faculty, staff, and students who embrace Frederick Douglass' quest for freedom and inclusiveness. Named in 1983 for one of the 19th century's most distinguished advocates of human freedom, the organization is oriented toward self-help and improvement by offering a collective voice in the affairs of the University. Its programs also aim to stimulate other groups on campus to enrich the climate. The society annually raises money for scholarship funds, including the Frederick Douglass



Junior Ambassador Scholars of West Chester University. It also seeks, by the example of Douglass, to promote an intellectual standard that is not only grounded in excellence but profoundly rooted in the public mission of higher education.

### Honor Societies

The University actively hosts several academic and honor-based societies. Undergraduates encompass the membership of these organizations, but a graduate student who is already a member may participate in activities. The organizations currently recognized are Beta Alpha Psi, Pi Kappa Delta, Lambda Pi Eta, Chi Sigma Iota, Omicron Delta Pi, Kappa Delta Pi, Chi Alpha Epsilon, Sigma Tau Delta, Alpha Mu Gamma, Gamma Theta Upsilon, Sigma Gamma Epsilon, Phi Alpha Theta, Phi Epsilon Kappa, Omicron Delta Kappa, Alpha Upsilon Alpha, Pi Mu Epsilon, Pi Kappa Lambda, Sigma Theta Tau, Sigma Pi Sigma, Pi Sigma Alpha, Psi Chi, Pi Gamma Mu, Phi Alpha, Alpha Kappa Delta, Delta Alpha Pi, and Alpha Psi Omega. Additionally, the fraternity and sorority community recognizes Gamma Sigma Alpha, Rho Lambda, and Order of Omega honor societies.

### Recreation and Leisure Programs

The Office of Recreation and Leisure Programs provides a variety of recreational opportunities for the University community. Through participation, individuals are afforded an opportunity to improve their health and experience recreational activities that will enhance their use of leisure time.

Intramural Sports affords students the opportunity to participate in individual or team competitive activities. The Intramural Sports program promotes health, wellness, and physical fitness, as well as encourages the worthy use of leisure time. Regardless of ability level, every individual can experience successful participation in a variety of individual or team athletic events.

For students who enjoy highly competitive, instructional, or recreational sports other than varsity athletics, the office provides a Sports Club program. Becoming a member of a club provides opportunities for instruction, socialization, competition, and fun. Currently, West Chester University provides 19 Sports Clubs: equestrian, fencing, running, shotokan karate, skating, skiing, tae kwon do, tennis, ultimate frisbee, men's ice hockey, men's lacrosse, men's

roller hockey, men's rugby, men's soccer, men's volleyball, women's ice hockey, women's soccer, women's volleyball, and women's water polo.

Outdoor recreational opportunities are conducted through the Outdoor Adventure Program. The Outdoor Adventure Program provides a variety of different trips and one-day activities including canoeing, caving, rock climbing, ski trips, backpacking, and camping. Outdoor recreation equipment such as backpacks, tents, sleeping bags, camping equipment, snow boards, cross-country skis, and mountain bikes are available to rent.

For students who do not wish to participate in formal programs, Open Recreation provides days, times, and facilities in which students may participate in informal recreational activity utilizing the swimming pools, indoor/outdoor tracks, outdoor tennis courts, basketball gymnasiums, and sand volleyball courts.

The Fitness Center in Sykes Union is designed to give students a professional setting for exercise and weight training. The Sykes Fitness Center is equipped with cardiovascular and pin-selectorized equipment, and Olympic free weights. The center also includes an aerobics studio where sessions are held. A valid student ID is necessary for admission to the center and an orientation session is also required for all participants.

The Aerobics program is one of our most popular activities, with over 800 students participating in more than 30 different aerobic sessions. All participants must register for this program, and a \$15 semester fee is charged for participation.

For more information call the Office of Recreation and Leisure Programs, 610-436-2131, or stop by Room 133, Ehinger Gymnasium.

### Department of Counseling and Psychological Services

The Department of Counseling and Psychological Services (the Counseling Center) is located on the second floor of Lawrence Center, 610-436-2301. Services are available to all currently enrolled undergraduate and graduate students. The Counseling Center includes licensed psychologists, consulting psychiatrists, and graduate-level trainees with whom students may discuss their concerns in strict confidence.

### Counseling Services

Since the Counseling Center provides services for a wide range of concerns, each student's experience will be tailored to his or her needs. Students may wish to improve their interpersonal skills, resolve personal conflicts, or clarify their educational or vocational choices. Any of the following approaches may be implemented to address a student's concerns:

1. Individual psychological counseling consists of a one-to-one experience where the focus is on resolving personal conflicts and conflicts with others, and on improving the student's expertise at making meaningful choices. It may also help people avoid choosing behaviors that restrict personal growth and undermine their well-being.
2. Group counseling consists of a small number of peers with one or two counselors. Such groups meet once each week to help group members learn about themselves. Groups may or may not have a specific focus. Past groups with a focus have included students who have experienced the death of a parent, bad habits which block personal growth, eating disorders, and assertiveness training. General counseling groups have included those for interpersonal problem solving and for female students.
3. Individual vocational counseling consists of a one-to-one experience that focuses on clarifying the student's choice of concentration and vocation. Vocational choice is most solid when it is the outgrowth of understanding oneself. Such understanding is advanced by the thoughtful exploration of values, interests, and abilities.
4. Testing may include psychological or vocational interest tests which can clarify educational and vocational planning. The student and counselor can determine whether such testing might be helpful. Arrangements also can be made at the Counseling Center for taking the Miller Analogies Test, a graduate school admissions examination.
5. Consultation services for staff and faculty are available on a limited basis. Psychologists may be able to assist with crises, program planning, group and interpersonal communications, and referral to other agencies.



# Structure of the University

---

## COLLEGE OF ARTS AND SCIENCES

Lori Vermeulen, *Dean*

Deirdre Pettipiece, *Associate Dean*

Sandra Kerr, *Associate Dean (Interim)*

Anthropology and Sociology	Liberal Studies
Biology	Mathematics
Chemistry	Pharmaceutical Product Development
Communication Studies	Philosophy
Computer Science	Physics and Pre-Engineering
English	Pre-Medical Program
Geology and Astronomy	Psychology
History	Women's Studies
Interdisciplinary Programs	
Languages and Cultures	

## COLLEGE OF BUSINESS AND PUBLIC AFFAIRS

Christopher M. Fiorentino, *Dean*

Michelle Patrick, *Associate Dean (Interim)*

Accounting	Marketing
Criminal Justice	Political Science
Economics and Finance	Social Work
Geography and Planning	Graduate Social Work
Management	

## COLLEGE OF EDUCATION

Joseph Malak, *Dean*

George Drake, *Associate Dean of Curriculum and Accreditation*

Joyce Huth Munro, *Associate Dean of Partnerships, Grants, and Faculty Development*

Counselor Education	Professional and Secondary Education
Early and Middle Grades Education	Special Education
Literacy	Teacher Certification

## COLLEGE OF HEALTH SCIENCES

Donald E. Barr, *Dean*

Raymond Zetts, *Associate Dean*

Communicative Disorders	Nursing
Health	Sports Medicine
Kinesiology	

## COLLEGE OF VISUAL AND PERFORMING ARTS

Timothy V. Blair, *Dean*

John Villella, *Associate Dean*

Art	Music History and Literature
School of Music	Music Theory and Composition
Applied Music	Theatre and Dance
Music Education	

# Programs of Study and Course Offerings

---

## Guide to the Catalog

The arrangement of course offerings is alphabetical by either department or program of study.

Students may obtain a typical sequence of courses for any program from the office specified in this catalog.

Please note that all courses, course descriptions, course sequences, and course substitutions are subject to change. Current information is available from the appropriate department chair, graduate coordinator, or program adviser.



## Accounting — See Business

## Administration

Graduate Business Center

1160 McDermott Drive

West Chester University

West Chester, Pennsylvania 19383

610-436-2438

Fax: 610-436-3047

E-mail: msa@wcupa.edu

Dr. Lorraine Bernotsky, *Director, M.S.A. Program*

### PROFESSORS

Eve Atkinson, Ed.D., Kinesiology (*Sport and Athletic Administration*)

Lorraine Bernotsky, Ph.D., Political Science (*Human Resources Management; Individualized; Leadership for Women; Nonprofit Administration; Public Administration*)

Dorothy Ives-Dewey, Ph.D., Geography and Planning (*Regional Planning*)

Douglas McConatha, Ph.D., Anthropology and Sociology (*Long-Term Care*)

Jack Orr, Ph.D., Communication Studies (*Training and Development*)

### Program of Study

The master of science in administration (M.S.A.) is a multidisciplinary degree with areas of concentration in leadership for women, long-term care, human resource management, individualized, nonprofit administration, public administration, regional planning, sport and athletic administration, and training and development.

The degree is designed for individuals with professional work experience who desire to enhance their administrative and management skills at the supervisory and mid-management levels. It is highly preferred that applicants have a minimum of two years' full-time work experience prior to beginning their studies. Students who lack the requisite work experience and/or plan to change careers must incorporate relevant internships and other job experiences into their programs, which may require program enrollment beyond the minimum requirements stipulated in this catalog.

Undergraduate prerequisite requirements might be necessary for applicants without adequate preparation in the intended area of concentration.

### MASTER OF SCIENCE IN ADMINISTRATION

(36-42 semester hours)

The curriculum consists of 18 semester hours in the administrative core plus 18-24 semester hours in a selected concentration area:

#### I. Administrative core (required)

ADM 501, 502, 503, 504, 505, and 507

#### II. Areas of concentration

Refer to departmental listings for concentration course descriptions.

1. Human resources management (See page 33.)

2. Individualized (See page 33.)

3. Leadership for women (See pages 34, 76-77.)

4. Long-term care (See page 34.)

5. Nonprofit administration (See page 34.)

6. Public administration (See pages 34, 94.)

7. Regional planning (See pages 34, 62.)

8. Sport and athletic administration (See pages 34, 73.)

9. Training and development (See page 34.)

### Admission Requirements

In addition to meeting the general requirements for admission to a degree program at West Chester University, applicants must submit scores from the Miller Analogies Test, Graduate Record Examination, or Graduate Management Admissions Test; a personal statement with a clear focus on career plans; a resume; and two letters of reference from professional supervisors that address the applicant's management potential. Standardized test scores are not required from applicants with earned master's degrees.

All application materials are to be submitted to the Office of Graduate Studies and labeled: "Attention, M.S.A. Application of (student's name)." After these materials have been received by the Office of Graduate Studies and Extended Education, the M.S.A. director will schedule an admissions interview with the applicant.

### Deadline for Applications

Normally, the application process must be completed and admission granted prior to course enrollment for the fall or spring semesters. The deadline for applying for the fall semester is May 15 and for spring semester, November 15.

All applications must be submitted on the approved WCU graduate application forms available from the Office of Graduate Studies.

### Comprehensive Examination

No comprehensive examination is required for the administrative core. However, in lieu of an examination, each of the six administrative core courses must be completed with a grade of at least "B."

Selected concentrations in the M.S.A. program do require comprehensive examinations. Students are obligated to comply with concentration comprehensive examination policies in effect on the date of their admission to the program. Students must clarify the requirements for their programs with the appropriate concentration adviser.

## Certificate in Administration

Dr. Bernotsky, *M.S.A. Director*

The certificate in administration is designed for persons who desire to enhance their management and supervisory skills. To earn the certificate, students must complete the 18-semester hour administrative core with a minimum grade of "B" in each course. Those interested in the certificate option must follow and meet the same admissions criteria as master's degree students.

Degree students also may apply for the certificate after completing the administrative core requirements with a minimum grade of "B" for each course.

### Curriculum

#### Administrative core

ADM 501, 502, 503, 504, 505, and 507

18 semester hours



## COURSE DESCRIPTIONS ADMINISTRATION

Symbol: ADM

**500 Methods and Materials of Research (3)** Logic of scientific methodology and research design construction. Emphasizes hypothesis development and testing, data collection, measurement problems, and theory application.

**501 Administrative Theory and Environment (3)** Organizational theory and practice in public and private institutions. Legal framework for administration, application of public policy, sociolegal issues, and values of society considered.

**502 Computers for Managers (3)** Quantitative applications in administration. Computer as a management tool. Computer basics and management information systems.

**503 Accounting and Budgeting (3)** A study of accounting principles and procedures for both profit and not-for-profit organizations. Emphasis is on the concepts and effects of policies and procedures with which the administrator will normally come into contact.

**504 Communications for Administrators (3)** Development of communication skills for the effective writing of letters, memos, reports, and proposals. Structuring and conducting presentations and meetings.

**505 Organizing Human Resources (3)** Administrative models and concepts of human behavior in formal organizations and decision processes. Personnel administration. Effective selection, use, and development of human resources for the total organization. Affirmative action and equal opportunity.

**507 Liability for Managers (3)** Study of the civil and criminal liability of managers in the for-profit and not-for-profit sectors. Review of the laws of defense

and liability protection for individuals and organizations. Facility safety, liability issues, and personnel law emphasized.

**520 Topics in Administration (3)** Intensive study of selected topics in administration or human resource management current to the interests and needs of professionals. Topics will vary.

◆ **521 Topics in Nonprofit Administration (3)** Intensive study of selected topics in nonprofit administration that are current to the interests and needs of nonprofit professionals. Topics will vary according to student needs and interest.

**525 Grant Writing (3)** Art of grant writing via proposal development processes. Targeting proposals to public and private agencies.

**551 Foundations of HR Management (3)** Addresses the fundamental management practices performed by HR professionals. Examines various HR roles, organizational structures, leadership, employee involvement strategies, and ethics. Relevant HR research designs and methodologies also emphasized.

**552 Staffing and Development (3)** Examines all legal and regulatory factors affecting staff selection and development. Includes all applicable federal laws and practices as well as employee orientation, training, and development.

**553 Employee Relations (3)** Emphasizes employee relationships with management, particularly in a nonunion environment. Covers issues such as policy formulation, compliant systems, employee rights, performance appraisals, employee morale and motivation, and factors affecting employee health, safety, and security.

**554 Labor Relations (3)** Analyzes labor-management relationships, particularly with respect to federal laws and regulations, administration of labor contracts, mediation, and arbitration processes. Incorporates all legal aspects of collective bargaining

as well as related practices, and strategies of negotiation, unfair labor practices, and the management of organization-union relations.

**555 Compensation Analysis and Benefits Planning (3)** Examines the legal and regulatory factors affecting compensation and benefits administration. Reviews compensation philosophies and economic factors affecting pay plans, as well as the type and characteristics of specific compensation and benefits programs.

**556 HR Pro-Seminar (3)** The capstone course for the M.S.A.-HR program. Integrates material from all previous HR courses by having students achieve applications of the common body of knowledge required for professional certification. Course based on the case study method and team management methodologies.

**560 Nonprofit Fund-raising Essentials (3)** Emphasizes the concepts and tools necessary for understanding the fund-raising process. Topics include relationship building, the solicitation process, specific fund-raising strategies, and ethical considerations.

**562 Nonprofit Program Evaluation and Assessment (3)** Examines performance measurement and outcomes assessment as they relate to managing nonprofit organizations. An emphasis will be placed on the assessment process and closing the loop by incorporating assessment outcomes into decision making and planning.

**600 Research Report (3)** A capstone research project.

**612 Internship (3-6)** Intensive field placement in an organization through faculty guidance and supervision. Precontracted learning objectives.

◆ This course may be taken again for credit.

## Human Resources Management

Dr. Bernotsky, *M.S.A. Director and Concentration Adviser*

This concentration is designed for individuals who want to enhance their knowledge of personnel administration. It is appropriate both for persons interested in human resources management as a career as well as for operations managers who want to enhance their supervisory skills in employee assessment, placement, evaluation, and development.

<b>Curriculum</b>	39-42 semester hours
<b>I. Administrative core</b>	18 semester hours
ADM 501, 502, 503, 504, 505, and 507	
<b>II. Human resources management core</b>	18 semester hours
ADM 551, 552, 553, 554, 555, and 556	
<b>III. Internship</b>	3-6 semester hours
ADM 612 (3-6)	

## Individual Concentration

Dr. Bernotsky, *M.S.A. Director and Concentration Adviser*

This concentration is designed for individuals who have achieved career success in their chosen fields. Those admitted to the concentration will enhance their knowledge base by enrolling in an individually developed set of courses after consultation with and approval by the concentration adviser.

<b>Curriculum</b>	39-42 semester hours
<b>I. Administrative core</b>	18 semester hours
ADM 501, 502, 503, 504, 505, and 507	
<b>II. Individualized core</b>	18 semester hours
A. Required (3 credits)	
ADM 600, focused on career goals	
B. Electives (15 credits)	

Required for students without appropriate HR professional experience as determined by concentration adviser.

### Certificate in Human Resources Management

The certificate in human resource management is designed for graduate students who want to enhance their skills and knowledge in the area of human resources. Students may earn the certificate by completing each of the following human resources management courses with a minimum grade of B in each: ADM 551, 552, 553, 554, 555, and 556.

Degree students in the M.S.A. human resources concentration are eligible for the certificate after completing the stated requirements.

Individuals with a bachelor's degree may pursue the certificate independent of the full M.S.A. Such applicants must apply under the professional growth admissions category and must meet all the admissions requirements required for the M.S.A.

Subject to advisement and approval by concentration adviser.

Courses to be selected from among 500-600 level WCU graduate courses designed to fulfill the personal program proposal.

### III. Internship

3-6 semester hours

Required for students without sufficient, relevant administrative experience. Internships are in addition to the 15 credit hours of electives for such students. Internships are not required for students with sufficient management experience. However, these students may enroll for relevant internships as part of the 15-hour elective credits requirement, provided the work requirements of such are different from the student's regular work assignments (i.e., students cannot earn internship credit by performing their regular work responsibilities). The internship arrangement/requirements are to be confirmed in writing.



## Nonprofit Administration

Dr. Bernotsky, *M.S.A. Director and Concentration Adviser*

This concentration is designed for those who want to enhance their knowledge of nonprofit administration. It is appropriate for individuals pursuing careers in a wide range of nonprofit fields and is intended to provide a core set of skills and knowledge for people who desire to enhance their management and supervisory skills within the context of a nonprofit organization.

Curriculum	36-42 semester hours
I. <b>Administrative core</b>	18 semester hours
ADM 501, 502, 503, 504, 505, and 507	
II. <b>Nonprofit administration core</b>	12 semester hours
ADM 521, 560, and 562, COM 500	
III. <b>Nonprofit administration electives</b>	6-12 semester hours
Electives may be chosen from the following courses, or additional electives may be selected under the advisement of the M.S.A. director to meet particular student needs:	

ADM 500, 525, 551, 552, 553, 600, 612; HEA 515, 538, 544; MKT 500; WOS 530, 531

This concentration allows for an internship experience (ADM 612 Internship) of 3-6 semester hours. Students with little or no organizational work experience are strongly encouraged to successfully complete ADM 612 as an additional 3-6 hours in the concentration.

### Certificate in Nonprofit Administration

The certificate in nonprofit administration is designed for those who desire to enhance their management and supervisory skills within the context of a nonprofit organization.

To earn the certificate, students must complete the 12-semester-hour nonprofit administrative core and six semester hours of nonprofit administration electives with a minimum grade of "B" in each course.

Degree students also may apply for the certificate after completing the administrative core requirements with a minimum grade of "B" for each course.

## Training and Development

Dr. Orr, *Concentration Adviser*

Dr. Bernotsky, *M.S.A. Director*

This concentration prepares training and development supervisors who, in turn, develop and coordinate in-house programs and staff development services for line managers.

Curriculum	39-42 semester hours
I. <b>Administrative core</b>	18 semester hours
ADM 501, 502, 503, 504, 505, and 507	
II. <b>Training and development core</b>	18 semester hours
A. Required course	
ADM 552, COM 570 and 571, PSY 567	
B. Cognate courses (six semester hours, three from each category)	
1. Industrial organization psychology	

Elective selected under advisement from among PSY 560, 562, 563, or 564

2. Communication studies

Selected with approval of concentration adviser from among graduate courses in communication studies

III. **Internship** 3-6 semester hours  
ADM 612

Required for those students who do not have appropriate training and development experience.

**NOTE:** In conjunction with the administrative core of 18 required credits, the M.S.A.—training and development concentration requires a minimum of 36 semester hours, exclusive of internship.

## Leadership for Women

Dr. Bernotsky, *Concentration Adviser and M.S.A. Director*

The leadership for women concentration, offered by the women's studies program, is designed to enable the student to develop a mode of leadership appropriate to workplaces in which access to organizational power is inequitable for sexes of equal training and talent. There is both a master's degree program and a certificate program. See the "Leadership for Women" section for further information and course descriptions.

## Long-Term Care

Dr. McConatha, *Concentration Adviser*

Dr. Bernotsky, *M.S.A. Director*

The long-term care concentration meets the needs of persons interested in entering the field of long-term care, and of those persons presently in long-term care who are interested in career advancement. Also offered is a certificate in gerontology. See "Anthropology and Sociology" for further information and course descriptions.

## Public Administration

Dr. Bernotsky, *M.S.A. Director and Concentration Adviser*

The concentration in public administration, offered by the Department of Political Science, focuses on public-sector management at the local and regional levels. It is appropriate for managers and officials from local, county, and regional government bodies who desire to enhance

their general management skills as well as gain insight into public policy issues of particular concern to these officials. See "Political Science" for further information and course descriptions.

## Regional Planning

Dr. Ives-Dewey, *Concentration Adviser*

Dr. Bernotsky, *M.S.A. Director*

The regional planning concentration, offered by the Department of Geography and Planning, focuses on land use development and management at the local, county, and regional levels. It is an appropriate concentration for those who desire to enhance their knowledge of comprehensive planning, zoning and mapping, and demographic and environmental impacts. See "Geography and Planning" for additional information and course descriptions.

## Sport and Athletic Administration

Dr. Atkinson, *Concentration Adviser*

Dr. Bernotsky, *M.S.A. Director*

The sport and athletic administration degree, offered by the Department of Kinesiology, focuses on the development of administrators who aspire to leadership roles in athletics, and who must adapt to the ever-changing responsibilities of interscholastic and intercollegiate athletics. See "Kinesiology" for further information and course descriptions.



# Anthropology and Sociology

102 Old Library Building

West Chester University

West Chester, PA 19383

610-436-2556

Dr. McConatha, *Chairperson, Graduate Coordinator*  
and *M.S.A. Long-Term Care Concentration Adviser*

## PROFESSORS

Susan L. Johnston, *Ph.D., University of Pennsylvania*

Douglas McConatha, *Ph.D., University of Utah*

Edmundo Morales, *Ph.D., City University of New York*

Paul A. Stoller, *Ph.D., University of Texas at Austin*

## ASSOCIATE PROFESSORS

Bonita Freeman-Whitthoft, *Ph.D., University of Pennsylvania*

Heather Wholey, *Ph.D., Catholic University of America*

## ASSISTANT PROFESSORS

Valerian DeSousa, *Ph.D., University of Illinois at Urbana-Champaign*

John Leveille, *Ph.D., University of California, San Diego*

Lisa C. Ruchti, *Ph.D., University of Pittsburgh*

Jacqueline Zalewski, *Ph.D., Loyola University, Chicago*

The Department of Anthropology and Sociology offers, on a limited basis, graduate courses in anthropology and sociology to graduate students from other areas as well as to advanced undergraduate majors and nonmajors.

## MASTER OF SCIENCE IN ADMINISTRATION

### Concentration in Long-Term Care

The master of science in administration with a concentration in long-term care is designed to meet the needs of individuals interested in advancing their careers in the growing field of services, programs, and facilities focusing on the needs of the elderly. The long-term care program is a multidisciplinary program with major course components in the colleges of Arts and Sciences, Business and Public Affairs, and Health Sciences.

Applicants for admission to the M.S.A. program must meet the basic requirements for the University as explained in this catalog. Applicants must submit scores from one of the following graduate entrance

exams: Miller Analogies Test (MAT), Graduate Record Exam (GRE), or Graduate Management Admission Test (GMAT).

<b>Curriculum</b>	39 semester hours
<b>I. Administrative core requirements</b>	18 semester hours
ADM 501, 502, 503, 504, 505, and 507	
<b>II. Health studies requirements</b>	6 semester hours
HEA 520 and 531	
<b>III. Long-term care requirements</b>	15 semester hours
HEA 630 and 631, SOC 519 and 522, and HEA/SOC Field Placement (taken following course work)	

## Gerontology Certificate

The certificate in gerontology is an interdisciplinary program designed to serve individuals who are now employed or anticipate working in the field of aging. Students will broaden their formal and practical knowledge of the elderly while gaining research and service experience in gerontology. The certificate program provides students with nationally recognized documentation of their academic training in the field.

<b>Curriculum</b>	18 semester hours
<b>I. Certificate core courses</b>	9 semester hours
SOC 522, SOC 518, SOC 519 or SOC 590	
<b>II. Electives</b>	9 semester hours
In addition to the certificate core, three elective courses chosen under advisement with the director of the University Gerontology Center are required. Students should check with their current academic adviser to determine the availability of currently approved electives. Electives may be selected from the following departments:	
Administration	Kinesiology
Communicative Disorders	Psychology
Counselor Education	Social Work
Geography	Sociology
Health	

For further information contact Dr. Douglas McConatha, director of the University Gerontology Center, Department of Anthropology and Sociology, 610-436-3125.

## COURSE DESCRIPTIONS

### ANTHROPOLOGY

Symbol: ANT

**512 Ethnographic Studies (3)** Intensive survey of a single culture area. Area for study announced in advance.

**599 Independent Studies in Anthropology (1-3)**  
PREREQ: Approval of instructor and department chairperson.

### SOCIOLOGY

Symbol: SOC

**515 Mental Illness in Social Context (3)** A sociological perspective on the cause and treatment of mental disorders, including a critical analysis of public policy on mental health services.

**518 Applied Gerontology (3)** Design and development of programs to provide services for the aging population in order to assist them to live as independent members of their communities.

**519 Geriatrics (3)** A detailed discussion of physical and mental disabilities and diseases that often accompany the aging process. Methods of treatment for these disorders will also be presented. Opportunities for short-term placement in long-term care

facilities may be available.

**522 Gerontology (3)** Information on past and present trends concerning services to the elderly. Discussions on contemporary gerontological problems and factors affecting the treatment of the elderly. This broad-based, introductory course is for those interested in the aging population.

**532 History of Sociological Theory (3)** Development of sociological thought.

**590 Independent Studies in Sociology (1-3)**  
PREREQ: Approval of instructor and department chairperson.

## Art

Mitchell Hall

West Chester University

West Chester, PA 19383

610-436-2755

Mr. Baker, *Chairperson*

## PROFESSORS

John Baker, *M.F.A., University of Delaware*

Richard E. Blake, *B.F.A., Tyler School of Art of Temple University*

Gus V. Sermas, *M.F.A., University of Wisconsin*

## ASSOCIATE PROFESSORS

Virginia da Costa, *Ph.D., University of California, Santa Barbara*



Margaret Schiff Hill, *M.F.A., Syracuse University*  
 Belle C. Hollon, *M.F.A., University of Wisconsin*  
 Henry P. Loustau, *M.F.A., University of Illinois at Urbana-Champaign*  
 Nancy J. Rumfield, *Ph.D., Nova Southeastern University*  
 Donna Usher, *M.F.A., University of Delaware*

## COURSE DESCRIPTIONS

### ART

Symbol: ART unless otherwise noted.

**ARH 500 Art Seminar (3)** Special topics to be announced for studio and art history. Offered periodically as appropriate. PREREQ: Permission of instructor.

**516-517 Painting I-II (3) (3)** Extensive experimentation in studio problems and directions. The strategies of technique and a personal style are explored. Each section of this course varies with the instructor.

**520 Painting: Independent Projects (3)** Individualized instruction at an advanced level. Development of professional, personal, and imaginative statements leading to formation of the student's pictorial identity.

**521 Sculpture I (3)** Introduction to sculpture via the fundamentals of 3-D design. Use of basic tools, development of skills, techniques, and processes in creating sculpture. Projects in plaster, clay, stone, and wood.

**525 Multimedia Workshop in Sculpture III (3)** Fabrication methods and techniques, using wood,

plastic, and various metals.

**531 Ceramics I (3)** Ceramic techniques and aesthetics of clay, leading toward development of creative expression. Exercises in hand-built and wheel-thrown forms. Formulation of clay bodies, glaze bodies, and calculations; loading and kiln firing techniques. Also, basic exercises for elementary and secondary teaching levels.

**532 Ceramics II (3)** Further development of expression for those who have mastered basic ceramic processes. Research in clay bodies, glaze chemistry, firing techniques, and kiln construction. Creative problems.

**533 Ceramics: Studio Problems (3)** Individual projects involving the total or specialized areas of the ceramic process. Practical experience through helping to maintain the ceramic complex.

**534 Ceramics: Independent Projects (3)**

**541 Printmaking: Relief, Independent Projects (3)** Advanced study with individualized instruction. Collagraph, lino-cut, and woodcut techniques. Combining various printing processes with relief printmaking.

## ASSISTANT PROFESSORS

Heather Sharpe, *Ph.D., Indiana University, Bloomington*  
 Sally Van Orden, *M.F.A., Texas Tech University*

The Department of Art offers, on a limited basis, graduate courses in art to graduate students from other areas.

**546 Drawing: Independent Projects (3)** Advanced study with individualized instruction. Emphasis on professional, personal, and imaginative statements leading to the student's iconographic identity.

**551 Art Education in the Elementary School (3)** Current trends in art education for the elementary school.

**552 Basic Photography (3)** A course in the basics of photography. Includes techniques for camera handling, film and print processing, and photographic images manipulation. Students must supply their own 35mm adjustable camera as well as printing and processing materials.

**553 Intermediate Photography (3)** An intermediate course for those who have had a basic photography course or previous photographic experience. Students must supply 35mm adjustable camera and printing and processing materials. PREREQ: ART 552.

**554 Advanced Still Photography (3)** Lecture and laboratory experiences in large format, and electronic visual production. PREREQ: ART 552 and 553.

**590 Independent Studies in Art (1-3)**

## Astronomy — See Geology and Astronomy

## Biology

217 Merion Science Center

West Chester University

West Chester, PA 19383

610-436-2856

Dr. Waber, *Chairperson*

Dr. Greenamyer, *Graduate Coordinator*

### PROFESSORS

Sharon E. Began, *Ph.D., Southern Illinois University at Carbondale*

John T. Beneski, Jr., *Ph.D., Washington State University*

Steven L. Broitman, *Ph.D., Princeton University*

Giovanni Casotti, *Ph.D., Murdoch University*

G. Winfield Fairchild, *Ph.D., University of Michigan*

Frank Eliot Fish, *Ph.D., Michigan State University*

Maureen T. Knabb, *Ph.D., University of Virginia*

Leslie B. Slusher, *Ph.D., Pennsylvania State University*

Harry M. Tiebout III, *Ph.D., University of Florida*

Russell H. Vreeland, *Ph.D., University of Nebraska*

Jack Waber, *Ph.D., University of Hawaii*

### ASSOCIATE PROFESSORS

Gustave Mbuy, *Ph.D., University of Cincinnati*

Greg Turner, *Ph.D., Fordham University*

### ASSISTANT PROFESSORS

Anne Boettger, *Ph.D., University of Alabama at Birmingham*

Xin Fan, *Ph.D., University of Pennsylvania*

Erin Gestl, *Ph.D., Pennsylvania State University*

Judith J. Greenamyer, *D.V.M., Ohio State University*

Oné R. Pagán, *M.S., University of Puerto Rico*

### Admission Requirements

Applicants must meet the general requirements for admission to degree study at West Chester University. Applicants must submit three letters of recommendation as part of their application to graduate study. Applicants must include a one-page written statement that outlines their reasons for pursuing graduate study in biology and the specific area of biology in which they are interested. Applicants must fill out a supplemental application for graduate study in biology by the end of their first semester of study, available from the biology coordinator, in which they identify their preferred adviser and indicate whether they intend to pursue the thesis or nonthesis option, and whether they intend to be a full-time or part-time student.

Minimum academic prerequisites for admission include two semesters of general chemistry, two semesters of organic chemistry, one semester of physics, one semester of calculus, and 17 semester credits of course work in the biological sciences. Because of space and personnel limitations, admission of academically qualified applicants is contingent upon the availability of laboratory space, the adviser whom they identify, and the appropriateness of the student's background to the chosen area of concentration.

The M.S. in biology may be completed under either the thesis or nonthesis option. Switching between the two options is possible early in the program, but will require the student to organize a new advisory committee, take additional courses, and spend additional time completing the program.

The supplemental application form will not be required to be admitted into the graduate program. Instead, students (thesis and nonthesis) will have until the end of their first semester to choose an adviser and a committee. Continued enrollment in the program is contingent upon



the student finding a faculty member who is willing to act as his or her adviser.

**DEADLINE DATES FOR APPLICATIONS:** April 15 for all students wishing to be considered for graduate assistantships for the following September; April 15 for the fall semester; October 15 for the spring semester. Students who do not wish an assistantship can apply throughout the year to enter the program.

## MASTER OF SCIENCE IN BIOLOGY

### Curriculum

<b>Thesis Option</b>	30 semester hours
<b>I. Required core</b>	9 semester hours
BIO 591, 592*, 610	
<b>II. Electives</b>	21 semester hours
Group I** (choose from three to seven courses)	
BIO 511, 513, 514, 515, 535, 536, 537	
Group II (choose up to four courses, but no more than six semester hours at the 400-level)	
BIO 531, 564, 565, 566, 567, 568, 570, 571, 575, 576, 580, 584, 421, 428, 429, 435-438, 448, 452, 454, 456, 457, 472, 473, 474, 485	
See general information for details and restrictions.	

To complete BIO 591 successfully, the student must present the thesis proposal to his/her thesis advisory committee and demonstrate a fundamental understanding of the principles of biology underlying the proposed research. At that time, the committee also will examine the student on his/her understanding of other related areas of biology. Students who demonstrate a poor understanding of their chosen field must correct their deficiencies.

To complete BIO 610 successfully, the student must present the thesis research in an open seminar and also pass a final thesis defense before the thesis committee. The degree will not be awarded until the thesis has been accepted by the student's committee and signed by the dean of graduate studies.

### Part-Time Students

Part-time students will be required to take the same group of courses as full-time students except they must complete BIO 591 (thesis proposal) by the end of their third year. As with the full-time students, part-time students cannot sign up for BIO 592 unless they have

obtained a letter grade for BIO 591. In addition, they must sign up for BIO 610 (thesis) by the start of their sixth year and complete it by the end of that year.

### Nonthesis Option

36 semester hours

#### I. Required core

24 semester hours

BIO 511

Three research techniques courses: BIO 513, 514, 515

Three different course topics areas: BIO 535, 536, 537

BIO 591

#### II. Electives

12 semester hours

See general information for details and restrictions.

To complete BIO 591 successfully, the student must present the results of the project in an open seminar. In addition, during or immediately after the final semester of course work in the nonthesis program, the student must pass a written comprehensive examination prepared by the student's advisory committee. Students who fail this examination will not receive their degree.

### General Information and Restrictions on Electives

With the prior consent of his or her advising committee, a thesis student may take a maximum of six semester hours at the graduate level in allied disciplines, and a maximum of six biology semester hours at the 400 level. A nonthesis student may take a maximum of nine semester hours at the graduate level in allied disciplines, and a maximum of six biology semester hours at the 400 level. All 400-level courses must be among those listed as acceptable for graduate students in the Graduate Catalog. With the consent of his or her advising committee, any student also may transfer in six semester hours of graduate-level work from another university.

BIO 593 may not be counted towards the 30 semester hours required for graduation in the thesis option.

BIO 592, 593, and 610 may not be counted towards the 36 semester hours required for graduation in the nonthesis option.

\* Students cannot enroll in BIO 592 unless they have (1) obtained a letter grade for BIO 591, and (2) been admitted to degree candidacy.

\*\* Since the subject matter of BIO 535, 536, and 537 often changes, a graduate student may, with the permission of his or her thesis committee, take any of these course topics more than once, provided that they are taught as different courses.

## COURSE DESCRIPTIONS BIOLOGY

Symbol: BIO

Courses are divided into three groupings: graduate only, combined graduate and undergraduate, and acceptable undergraduate courses.

Numbers in parentheses at the end of course descriptions indicate the number of hours of lecture and lab, respectively. Prerequisite for graduate course attendance is admission to the degree program or permission of the graduate coordinator and the dean of graduate studies. Prerequisites for specific courses are given.

**The following are the graduate-only courses in the biology program:**

**511 Experimental Design and Analysis (3)** An introduction to the design and analysis of biological research. An independently conducted research project is a required part of the course. Lab BIL 511 (2, 1) PREREQ: Basic statistics.

**513 Research Techniques in the Biological Sciences I (3)** An introduction to the theory and application of histological techniques, and light and electron microscopy. (0, 3)

**514 Research Techniques in the Biological Sciences II (3)** Introduces students to the theory and practical application of selected techniques in biological

research, such as radioisotope labeling techniques, spectrophotometry, and various chromatographic procedures. (0, 3)

**515 Research Techniques in the Biological Sciences III: Computer Applications in Biological Research (3)** Use of computers in biological research and data analysis. Topics include image analysis, modeling, and database access for proposal or presentation preparation. (0, 3)

**530 Human Genetics (3)** Basic genetic theories as they apply to the study of humans; chemical basis of inheritance; biochemical variation; cytogenetics; somatic cell developmental, behavioral, and population genetics of man; immunogenetics; quantitative inheritance, treatment, and prevention of genetic disorders; relationships between viruses, genes, and cancer; social, legal, and psychological aspects of human genetics. (3, 0) PREREQ: Introductory genetics.

◆ **535 Course Topics in Biology I (3)** Lecture/ seminar course on the latest topics in ecology, evolution, or organismal biology. Specific content varies depending on faculty involved. Offered in rotation with BIO 536 and 537. May be repeated for credit if a different topic is presented. (3, 0)

◆ **536 Course Topics in Biology II (3)** Lecture/ seminar course on the latest topics in microbiology, immunology, or molecular genetics. Specific content varies depending on faculty involved. Offered in

rotation with BIO 535 and 537. May be repeated for credit if a different topic is presented. (3, 0)

◆ **537 Course Topics in Biology III (3)** Lecture/ seminar course on the latest topics in cell biology, physiology, or development. Specific content varies depending on faculty involved. Offered in rotation with BIO 535 and 536. May be repeated for credit if a different topic is presented. (3, 0)

**538 Design, Analysis, and Adaptation Conceptual Science I (3)** The pragmatic application of advanced biological content in secondary science lesson design, implementation, and assessment with respect to contemporary science education curricular standards. PREREQ: Minimum of three, 500-level graduate credits in biology, Pennsylvania secondary certification (or equivalent) in a science discipline, or permission of instructor.

**539 Design, Analysis, and Adaptation of Conceptual Science II (3)** The pragmatic application through collaboration of advanced biological content in secondary science lesson design, implementation, and assessment with respect to contemporary science education curricular standards. The emphasis is on thematic, integrated, and interdisciplinary unit design. PREREQ: BIO 538, a minimum of six 500-level

◆ This course may be taken again for credit.



graduate credits in biology, Pennsylvania secondary certification (or equivalent) in a science discipline, or permission of instructor.

**590 Directed Study in Biology (3)** In-depth study of the literature of a specific topic in biology, under the direction of a biology faculty member. Students will read, analyze, discuss, and summarize relevant peer-reviewed journal articles. Field or laboratory work may be part of the course, but no research project is to be required. PREREQ: At least one undergraduate course in the topic, plus permission of the department's graduate committee. BIO 590 may not be taken more than once in the student's graduate career.

**591 Directed Research I (3)** To be taken when the student begins his/her thesis research. Includes a comprehensive literature search and development of specialized techniques. This course should culminate in the acceptance of the thesis proposal by an appropriate committee of faculty and is required for degree candidacy.

**592 Thesis Research (3)** A continuation of thesis research. Credit is awarded for this course once all experimental work for BIO 610 (thesis) has been completed and approved at a meeting of the student's thesis committee proposed and initiated in BIO 591.

**593 Directed Research III (3)** A continuation of the research proposed and initiated in BIO 591. To be taken for credit only with the approval of the graduate coordinator. (Does not count towards 30 credits required for graduation.)

**610 Thesis (3)** Completion of the thesis project. Includes presentation at an open seminar, and the defense of the thesis as presented to the committee.

**The following courses are combined graduate and undergraduate courses. Graduate students will be expected to complete additional course work beyond that required of undergraduate students, as described in the course syllabus provided by the instructor.**

**531 Molecular Genetics (3)** This course exposes graduate students interested in gene manipulation to up-to-date information in prokaryotic and eukaryotic genetics. (3, 0) PREREQ: Introductory genetics, one year of organic chemistry.

**564 Microbial Physiology (3)** Physiology and biochemical variations are studied in the prokaryotes and lower eukaryotes. Lab BIL 564. (3, 3) PREREQ: Microbiology, genetics, and organic chemistry.

**565 Immunology (4)** Immunoglobulin structure and function, nature of antigens, cell-mediated immunity, hypersensitivity, regulation of immunity, and immunological diseases. Laboratory experience in immunological techniques. Lab BIL 565. (3, 3) PREREQ: Microbiology, one year of organic chemistry.

**566 Plant Physiology and Biochemistry (3)** Plant-cell physiology, including respiration, photosynthesis, enzyme catalysis, auxins, and membrane phenomena. Lab BIL 566. (2, 3) PREREQ: College botany, organic chemistry.

**567 Endocrinology (3)** An integrative look at the physiology of the mammalian endocrine system in the regulation and maintenance of homeostasis. The pathology associated with hormone imbalance will be included. (3, 0) PREREQ: Cell physiology and mammalian physiology.

**568 General Animal Physiology (4)** General theoretical and applied principles of the physiology of various animal cells, tissues, and organs, with an emphasis on homeostasis and mammalian physiology. Lab BIL 568. (3, 3) PREREQ: One year of organic chemistry, statistics.

**570 Population Biology (3)** A quantitative second course in ecology, emphasizing distributional patterns and fluctuations in abundance of natural populations. Lab BIL 570. (2, 3) PREREQ: General ecology, statistics, calculus.

**571 Wetlands (3)** A course designed to provide practical experience in wetlands classification, delineation, regulation, management, and mitigation practices. The abiotic and biotic characteristics of inland and coastal wetlands are emphasized. Lab BIL 571. (2, 3) PREREQ: Eight hours of biology or permission of instructor.

**575 Plant Communities (3)** A survey of ecological, morphological, and physiological strategies of plants from seed through adult stages. The integration of these strategies to explain the major plant communities of North America will be covered. Lab BIL 575. (2, 3) PREREQ: General biology.

**576 Freshwater Ecology (3)** The environmental and biological characteristics of freshwater. Emphasis is placed on field methods, water quality evaluation based on the interpretation of comprehensive datasets, and management strategies for lakes, ponds and streams. Lab BIL 576. (2, 3) PREREQ: General chemistry.

**580 Light Microscopy and the Living Cell (3)** Theory and practical techniques of all types of light microscopy and their uses in investigating living cells. Also includes techniques such as microinjection, cell electrophysiology, and others. Strong emphasis on "hands-on" work with equipment. (2, 2)

**584 Epidemiology (3)** A general study of the epidemiology of both infectious and environmentally related health problems. Methods of interviewing and data collecting also are included. (3, 0) PREREQ: Microbiology.

**The following courses are senior-level undergraduate courses that are acceptable for graduate students. Graduate students should expect to be graded by the same standards as the undergraduate students. Selection of these courses must be done**

**with the approval of the student's adviser.**

**421 Cell and Molecular Biology (4)** A lecture and laboratory course covering the molecular bases of cellular life. Eukaryotic cell structure and function will be emphasized. Lab BIL 421. (3, 3) PREREQ: Cell physiology, one year of organic chemistry.

**428 Animal Histology (3)** Structure and function of animal tissues and organs. Lab BIL 428. (2, 2) PREREQ: Zoology.

**435-438 Course Topics in Biology (1-3)** Courses in this series are of timely interest to the student. Topics may include biological terminology, laboratory techniques, mycology, among others.

**448 Animal Development (4)** Introduction to principles of animal development with laboratory study of selected vertebrate embryos. Lab BIL 448. (3, 3) PREREQ: Cell physiology, genetics, zoology.

**452 Parasitology (3)** Morphology and life cycles of the important parasites of man and animals. Emphasis is on identification of diagnostic forms and understanding of diseases associated with parasites. (3, 0) PREREQ: Zoology, microbiology.

**454 Mycology (3)** An introductory course, including a general study of the biology of fungi and a survey of the field of medical mycology. (3, 0) PREREQ: Microbiology.

**456 Virology (3)** Molecular biology of bacterial, plant, and animal viruses; virus classification, ultrastructure, mechanisms of replication, and effects of virus infection on host cells. (2, 3) PREREQ: Genetics, microbiology, one year of organic chemistry.

**457 Functional Animal Morphology (3)** A study of the structure, form, and function of morphological adaptations in animals as examined through a mechanical, ecological, and evolutionary perspective. (3, 0) PREREQ: General zoology.

**473 Conservation Biology (3)** The application of basic biological and ecological principles for the preservation of biological diversity. Emphasis will be on understanding the threats to biodiversity, the values of biodiversity, and preservation strategies including ecological risk assessment and the management of endangered species, habitats, and ecosystems. PREREQ: Botany or zoology and ecology.

**474 Microbial Ecology (4)** Theory and application of modern microbial ecology. Lectures will focus on topics such as microbial communities, interactions with other organisms, biogeochemistry, and biotechnology. Lab BIL 474. (3, 3) PREREQ: Microbiology, ecology, general chemistry.

**485 Systematic Botany (3)** Principles of taxonomy and biosystematics. Selected plant families from tropical and temperate zones. Each student develops a proficiency in the use of modern flora and knowledge of the common species of the spring flora of Chester County. Lab BIL 485. (2, 3) PREREQ: Botany.

## Master of Business Administration

Graduate Business Center  
1160 McDermott Drive  
West Chester University  
West Chester, PA 19383  
610-436-2608  
Fax: 610-436-2439  
E-mail: mba@wcupa.edu  
Dr. Christ, M.B.A. Director

### Program of Study

West Chester University offers an M.B.A. program which is

- designed for professional growth and career advancement,
- multidisciplinary,
- relevant for today's changing business climate, and
- innovative, convenient, and an exceptional educational value.

All courses meet at the off-campus Graduate Business Center. Requirements and courses vary by concentration. Students have full access to all University resources.



The University's M.B.A. program seeks motivated individuals with diverse backgrounds who have demonstrated quality performance as an undergraduate.

**The West Chester University M.B.A. program is accredited by AACSB International - The Association to Advance Collegiate Schools of Business, an international accrediting agency for quality business management programs.**

### **Cohort M.B.A.**

The cohort M.B.A. is designed for experienced professionals and mid- to upper-level managers who seek to pursue their degree within an executive-style learning format. The cohort M.B.A. is an accelerated learning approach that allows qualified students to earn their degree in as little as 20 months while continuing to work full time. To be eligible for the cohort M.B.A., students must have satisfied most or all of their foundation-level course requirements (grade of B or better if taken at the graduate level) and must possess a minimum of five years' work experience.

### **Evening**

The evening M.B.A. program is designed for a wide range of participants who share a desire for professional growth and career advancement. Students have diverse backgrounds representing a wide variety of baccalaureate degrees, work experiences, and career goals.

## **MASTER OF BUSINESS ADMINISTRATION PROGRAM**

Course titles and descriptions are under Accounting, Economics and Finance, Management, and Marketing.

### **Curriculum**

33-51 semester hours

#### **I. Foundation courses** (maximum 15 semester hours)

Prerequisites are not applied to degree credit.

M.B.A. students are assumed to have a working knowledge of algebra.

ACC 500, ECO 501, FIN 500, MGT 501, and MKT 501

M.B.A. candidates may have satisfied these required courses if they received a C or better in an undergraduate equivalent as well as their undergraduate degree in the six years prior to acceptance. Before M.B.A. acceptance, applicants may take comparable undergraduate courses to meet the foundation requirements at any accredited two-year or four-year college.

Once accepted into West Chester University's M.B.A. program, students must take foundation courses at the graduate level either at West Chester University or another approved institution. Departments will offer waiver exams for foundation courses upon request. Applicants taking a waiver exam must earn a C grade or better to receive exemption from a foundation course. All foundation course work is expected to be completed before a student can take core or concentration courses. Exceptions to this requirement can only occur with prior written consent of the M.B.A. director.

#### **II. Core courses** (31 semester hours)

ACC 601; FIN 601; MGT 604, 611, 614, 661, 699; MKT 603, 605, 699 (1); or MIS 601

#### **III. Elective course** (3)

### **Admission Requirements**

Students with a bachelor's degree from an accredited college or university in the United States or with equivalent preparation acquired in another country are eligible to apply for admission to a graduate program. Evaluation for admission to the M.B.A. program is based on the following requirements.

### **M.B.A. Admission Formula Score**

A significant portion of the criteria used to evaluate applicants for

admission to the M.B.A. program is based on the following:

- Grade point average (GPA) with emphasis on the last 60 college credits - evaluated on a 4.0 scale
- Scores on the Graduate Management Admission Test (GMAT) - minimum overall score of 450

In general, admission to the WCU M.B.A. will be determined using the following M.B.A. admissions formula score:

$$(\text{GPA} \times 200) + \text{GMAT score} > 1100$$

In addition to the criteria noted above, the formula score can be affected to a lesser degree by other factors including professional work experience, quality of previous educational experience, and additional indicators of success. Additionally, students are expected to score in the 20th percentile or higher on the GMAT for both the verbal and quantitative portions of the test.

Applicants possessing a formula score less than 1100 but greater or equal to 1000 may also be considered for admission to the University's M.B.A. program through the M.B.A. pre-qualifier program. Students following this route must meet all requirements of the M.B.A. pre-qualifier program before being admitted into the M.B.A. program. To be considered for admission through the M.B.A. pre-qualifier program, applicants must

- possess a formula score between 1000 and 1099,
- complete ALL M.B.A. program foundation courses,
- attain a cumulative B+ (3.33) average for all foundation courses,
- achieve a minimum grade of B (3.0) or better in each foundation course.

### **Application Requirements**

Applicants must submit all undergraduate transcripts demonstrating quality performance at the undergraduate level; appropriate scores from the Graduate Management Admissions Test (GMAT); an essay on career plans; a current resume; and three letters of recommendation. Registration for M.B.A. courses must be approved by the M.B.A. director.

### **Degree Candidacy**

For degree candidacy approval, students must maintain a minimum cumulative grade point average (GPA) of 3.0 in all M.B.A. courses and a 3.0 GPA in concentration courses, be fully matriculated, and have completed all foundation courses.

### **Graduation Requirement**

Students must maintain a minimum cumulative GPA of 3.0 in all M.B.A. courses and a 3.0 GPA in concentration courses.

### **Certificate in Business**

15 semester hours

Students who successfully complete the graduate business certificate may apply to the M.B.A. program; however, these applicants must still meet the requirements for admission to the M.B.A. Grades from courses in the graduate business certificate may be used to assess students' previous GPA as part of the M.B.A. admission evaluation.

The graduate business certificate consists of the M.B.A. program's five foundation-level courses:

ACC 500, ECO 501, FIN 500, MGT 501, MKT 501.

### **Course Transfer or Waiver**

Students may use previous course work to satisfy requirements for one course within the graduate business certificate.

The course work must match the requirements for the course and have been taken within the last six years from the time application is made for the certificate program.



## Accounting

Dr. Cataldo, *Chairperson* (610-436-2236)

### PROFESSOR

Ali Naggar, Ph.D., *University of Oklahoma*

### ASSOCIATE PROFESSORS

Kevin E. Flynn, C.P.A., M.S., *Drexel University*

Lori Fuller, Ph.D., *Arizona State University*

Clyde J. Galbraith, M.B.A., *Drexel University*

Peter Oehlers, C.P.A., D.B.A., *Louisiana Tech University*

### ASSISTANT PROFESSOR

Anthony Cataldo, Ph.D., *Virginia Polytechnic Institute and State University*

### COURSE DESCRIPTIONS

#### ACCOUNTING

Symbol: ACC

**500 Financial Reporting and Analysis (3)** A study of financial recording for describing the fiduciary status of an organization, including the reporting of assets, liabilities, stockholders' equity, revenues,

and expenses. The course also includes analysis of financial information as the basis for management decisions. This course is designed for students admitted to the M.B.A. program without recent course work in accounting and is equivalent to two undergraduate courses.

**601 Strategic Cost Management (3)** Cost management across the supply chain is integrated with

strategic analysis to understand the role of financial and nonfinancial information in operational and strategic decision making. Topics include value-chain analysis, cost-driver analysis, activity-based management, line of business evaluation, technology costing, quality cost management, and the balanced scorecard. The importance of ethical conduct also is covered. PREREQ: MKT 603.

## Economics and Finance

Dr. Benzing, *Chairperson* (610-436-3460)

### PROFESSORS

Cynthia D. Benzing, Ph.D., *Drexel University*

Philip DeMoss, Ph.D., *Kansas State University*

Tahany Naggar, Ph.D., *University of Oklahoma*

### ASSOCIATE PROFESSORS

Thomas P. Andrews, Ph.D., *Temple University*

Orhan Kara, Ph.D., *University of Wisconsin - Milwaukee*

Huimin (Amy) Li, Ph.D., *Drexel University*

### ASSISTANT PROFESSORS

Simon Condliffe, Ph.D., *University of Delaware*

Kevin Dunleavy, Ph.D., *Duke University*

Denis Raihall, Ph.D., *Pennsylvania State University*

Roberta Schini, Ph.D., *University of Pennsylvania, The Wharton School*

Thomas W. Tolin, Ph.D., *University of Houston*

### COURSE DESCRIPTIONS

#### ECONOMICS

Symbol: ECO

#### 500 Data Analysis for Decision Making (3)

This course covers the basic concepts of business statistics, data analysis, and management science in a spreadsheet environment. Topics include probability distributions, hypothesis testing, regression, forecasting, simulation, and optimization. This course gives students hands-on experience in analyzing data for practical decision making. It is designed for students admitted to the M.B.A. program without recent course work in business statistics and is equivalent to two undergraduate courses.

#### 501 Business and the Economic Environment (3)

This course covers macroeconomic and microeconomic principles by discussing their applications to modern business problems. It discusses firm supply and demand, cost and pricing, market structure and competition, monetary and fiscal policy, and aggregate demand and supply. This course is designed for students admitted to the M.B.A. program without recent course work in economics and is equivalent to two undergraduate courses.

**610 Applied Econometrics (3)** Analysis of multivariate models, determination of trends, oscillation, and periodic movements. Topics include remedies for auto-correlation and multicollinearity; dummy variables; distributed lags, forecasting and simulation; and alternative estimation techniques, such as two-stage least squares, three-stage least squares, and maximum likelihood estimators. PREREQ: MKT 603.

**611 International Trade and Finance (3)** This course is designed to expose students to the international business environment and enable them to increase their business presence abroad whether it is in manufacturing, finance, or other services. Topics include

diversity and cultural differences, foreign exchange markets and exchange rate determination, export/import strategies, foreign direct investment, and multinational accounting and financing. PREREQ: ECO 501.

**625 Contemporary Monetary Theory and Financial Institutions (3)** This course enhances the student's capability to analyze the interrelationships between aggregate economic activity, financial markets, and central banking instruments, objectives, and policy. Topics relate to demand for financial assets. PREREQ: ECO 501.

**630 Economics and Public Policy (3)** The principles and methods of economic analysis are used to evaluate the American economic system. Inflation, recession, and economic growth; problems of public finance and taxation; public policy regarding the concentration of economic power. PREREQ: ECO 501.

**647 Managerial Economics (3)** Development and application of a set of advanced micro-macro economic concepts to serve both as a source of theoretical structure and unification of other business sciences. Emphasis will be given to topics such as risk analysis, linear programming, and capital budgeting. PREREQ: MKT 603.

◆ **690 Special Topics (3)** A seminar or independent study course on selected economic topics. Includes a research paper or project which treats a contemporary economic issue from an interdisciplinary, policy-level perspective. PREREQ: ECO 500, ECO 501, and written permission of program director.

### FINANCE

Symbol: FIN

**500 Principles of Corporate Finance (3)** This course covers the basic principles underlying all financial decision making. The time value of money principle is

applied to stock valuation, bond valuation, and capital budgeting. The course also discusses the capital asset pricing model, market efficiency, capital procurement, short-term capital management, and financial leveraging. It is designed for students admitted to the M.B.A. program without recent course work in finance and is equivalent to one undergraduate course. PREREQ: ACC 500 and ECO 501.

**601 Financial Management (3)** This course is designed to study in-depth financial management that stimulates critical thinking of businesses' financial problems and focuses on valuation. Included are the basic aspects of financial management: use of ratios to assess corporate performance, projection of financial statements for both projects and whole companies, estimation of weighted average cost of capital, valuation of assets, and companies using discounted cash flow approach. Also, special topics, such as working capital management and international aspect of financial management, will be covered. PREREQ: MKT 603.

**644 Investment Analysis and Portfolio Management (3)** Introduction to investments, including examination of why and how individuals invest. This course provides an overview of the process by which an individual seeks out and synthesizes information about investment opportunities in order to make decisions to add to, maintain, or delete assets from an investment portfolio. Special attention is directed to the risk and return of assets. PREREQ: FIN 601.

◆ **690 Special Topics (3)** A seminar or independent study course on a selected finance topic. Course includes a research paper or a project that applies financial knowledge to a real world problem. PREREQ: FIN 601 or written permission of program director.

◆ This course may be taken again for credit.



## Management

Dr. McGee, *Chairperson* (610-436-2363)

### PROFESSORS

Hung M. Chu, Ph.D., *Louisiana State University*  
 Roberta Snow, Ph.D., *University of Pennsylvania*  
 Wesley W. Thomas, Ph.D., *University of Cincinnati*

### ASSOCIATE PROFESSORS

Gerard Callanan, Ph.D., *Drexel University*  
 Evan Leach, Ph.D., *Yale University*

Charles H. McGee, Ph.D., *Northwestern University*  
 Rani G. Selvanathan, Ph.D., *University of Delhi, University of Paris*  
 Monica Zimmerman Treichel, Ph.D., *Temple University*

### ASSISTANT PROFESSORS

Walter P. Chandler, M.B.A., *Drexel University*  
 David Perri, M.A., *Pennsylvania State University*  
 Paul Rotenberry, Ph.D., *University of Akron*  
 Xiaowei Zhu, Ph.D., *University of Wisconsin-Milwaukee*

## COURSE DESCRIPTIONS

### MANAGEMENT

Symbol: MGT

#### 501 Managerial Principles and Communication

(3) This course provides an overview of the major principles of management and a framework for the analysis of managerial problems with special emphasis on managerial communication in organizations. This course will utilize a multidisciplinary approach to the field using relevant material from psychology, sociology, economics, and political science to address the practice of communication and negotiation in organization settings. This course will examine cognitive, social, behavioral, and political factors affecting managers' ability to manage and communicate while providing a framework that strengthens students' management skills more effectively in organizational settings.

#### 604 Operations and Supply-Chain Management

(3) This course utilizes interaction learning methodologies to promote awareness of the operations and supply-chain management techniques available for improving the organizational structures that create and deliver value to customers. Through the case approach, students will learn how an operation strategy that is cross-functional and global creates competitive advantages for both manufacturing and service companies. Topics covered include project management, product design, process analysis, electronic commerce, and enterprise resource planning systems. In particular, because of its emerging role in today's corporation, supply-chain management will be emphasized. PREREQ: MKT 603 or permission of the program director.

**611 Managing and Leading Organizations (3)** An examination of management theory and its relationship to human resource functions, this course traces the development of management and organization principles and theories, with an emphasis on applying them to human resource issues. This course examines the relationship between the individual and the organization, and topics such as leadership and motivation, attitudes, selection, performance appraisal, and individual and group decision making will be explored. PREREQ: MGT 603.

**613 Business and Society (3)** The context and

environment in which business organizations operate with specific attention to the social, ethical, political, and legal dimensions of an organization's external environment. Value assumptions, means-ends relationships, and policy ramifications of the constraints and opportunities inherent in the environment will be examined in depth. A managerial perspective will be developed to build a framework for macro-level trade-offs among and between competing economic, social, ethical, political, and legal forces and goals.

**614 Environments of Business (3)** This course provides an overview of how major trends in the world economy, social issues, and political, legal, and ethical systems affect business. The student will enhance his/her ability to understand the implications of major social, economic, political, legal, and ethical trends in the U.S. and the world; critically examine his/her own position on these issues; critically analyze popular writings on these issues; and appreciate the perspective of others whose circumstances differ from those of the student. PREREQ: MGT 501.

**621 Organizational Development (3)** Interpersonal relations, intra- and intergroup relations, and the leadership role and function in the management of organizational development, change, conflict, and productivity. Primary focus will be on organizational development as an intervention strategy aimed at changing and improving organizational climate and performance. Organizations will be viewed as socio-technical systems interacting with both internal and environmental forces. PREREQ: MGT 611.

**631 Human Resources Management (3)** The managerial implications of the human resources management and personnel administration functions. Topics include forecasting and planning of staffing requirements, recruitment, selection, allocation, evaluation, and development of the human resources of an organization. Lectures, class discussions, and case materials will be used.

**652 Managing an Enterprise (3)** This course attempts to provide students with some knowledge, tools, and methods necessary for planning, establishing, expanding, and operating an enterprise. Theories and techniques learned in this class and previous courses in the business curriculum will be used to develop an individual, comprehensive project, and it

will be treated as the primary mode of learning. Depending on experiences and individual background, students may require electronic communication and outside classroom interactions in addition to regular classroom meetings. ACC 601, FIN 601, MKT 501, and TEC 601 or MIS 601.

**661 Globalization and Management (3)** Examination of the problems of management, marketing, and finance when developing and engaging in international business. Attention to the formulation of alternative strategies for developing international business enterprises, the impact and consequences of implementing various alternative strategies for traditional business functions, problems of the multinational firm, and the special challenges of doing business with or in underdeveloped countries. PREREQ: MKT 603.

◆ **687 Special Topics in Management (3)** A seminar or independent study course providing exposure to current literature and discourse on selected issues in management. PREREQ: Written permission of program director.

**699 Strategic Management (3)** An in-depth examination of the processes by which business strategies are conceived, formulated, executed, and changed. Specific topics include strategic planning, endogenous and exogenous influences affecting strategic feasibility, analyses, and choices. Comprehensive strategy-oriented cases from a variety of business contexts are used. PREREQ: Completion of all other M.B.A. core courses.

## MANAGEMENT INFORMATION SYSTEMS

Symbol: MIS

**601 Business Information Systems (3)** A blending of theory, case studies, and personal computer applications to the solution of business information problems. Students will gain insight into functional and strategic implications of information resources, technology, and systems.

◆ This course may be taken again for credit.

## Marketing

Dr. Arsenault, *Chairperson* (610-436-2304)

### PROFESSORS

Paul Arsenault, Ph.D., *Temple University*  
 Paul F. Christ, Ph.D., *Drexel University*  
 Michelle Patrick, Ph.D., *Kent State University*

### ASSOCIATE PROFESSORS

John E. Gault, Ph.D., *Drexel University*  
 Jason Phillips, Ph.D., *Pennsylvania State University*  
 John T. Redington, Ph.D., *Pennsylvania State University*  
 Sandra M. Tomkowicz, J.D., *University of Pennsylvania*



## COURSE DESCRIPTIONS

## LAW

Symbol: BLA

**601 Legal Environment of Business (3)** An in-depth examination of legal issues for business organizations, including constraints and opportunities. Primary attention will be given to an intensive exploration of the law as it affects business contracts, sales, commercial paper, and the formation and operation of a business entity from the perspective of the manager. This course is designed to meet the professional needs of managers who have minimal exposure to the law and to enhance their knowledge of the legal ramifications of business operations.

## MARKETING

Symbol: MKT

**500 Principles of Marketing (3)** An introduction to marketing. Selection of target markets, developing marketing mixes, decision making, planning, implementation, and monitoring of marketing programs. Intended for students with no previous course work in marketing.

**501 Marketing Management (3)** An analytical approach to the study of marketing, focusing on the total environment in which marketing decisions are made. Emphasis is on planning the marketing effort and integrating it into the total operation of an organization; i.e., managing the marketing function. This course is designed for students admitted to the M.B.A. program without recent course work in marketing and is equivalent to one undergraduate course. PREREQ: ACC 500, ECO 501.

**603 Business Research and Analysis (3)** This course will help prepare students for the quantitative and research requirements found within the graduate business program. The course reinforces essential business math knowledge while introducing advanced quantitative analysis used in different business disciplines. Additionally, the material covered allows students to conduct, analyze, and interpret business research. The course is to be taken during students' first semester of M.B.A.-level course work. PREREQ: Taken in first semester and requires completion of foundation-level requirements or permission of program director.

**605 Marketing Strategy and Customer Value (3)** This course examines the strategic issues facing organizations as they strive to satisfy customer needs and create customer value. Additional emphasis is placed on identifying and explaining technology's contribution to this process. Coverage includes the processes and strategies for developing and maintain-

ing customer value, techniques and technologies used to gather and analyze market information, innovative approaches to managing customer relationships, and other contemporary issues affecting today's marketing decision makers. Topics are investigated using a number of methods including case study, analytical and hands-on exercises, and real-world discussion. PREREQ: MGT 500, MKT 501, and MKT 603.

◆ **690 Special Topics in Marketing (3)** A seminar or independent study course on selected marketing topics. Includes research papers or project, which examines one or more contemporary marketing issues not available in the existing curriculum. PREREQ: MKT 501 and permission of program director.

**699 Residency Seminar (1)** This course provides a forum in which students demonstrate skills necessary for M.B.A.-level graduates: oral and written communication, presentation development and delivery, technology usage, and group interaction. Assessment occurs via individual and group activities. The course meets in a compressed format, including all day on weekdays and weekends. Students are expected to attend the entire seminar. The course is to be taken midway through the program and must be completed no later than the seventh M.B.A.-level course. PREREQ: ACC 601 or FIN 601, MGT 614, MIS 601, MKT 603, or permission of program director.

## TECHNOLOGY AND ELECTRONIC COMMERCE

Symbol: TEC

**601 Technology and E-Business (3)** This course introduces students to the basics of technology and how it impacts today's business environment. The course offers a firm foundation for understanding what technology means to the economy, the company, and the people within the company by merging classroom discussions of current issues, theories, and trends. Different technologies are explored, with a focus on information technologies important for establishing an electronic business environment.

**602 Technology, Innovation, and the Organization (3)** This course is designed to help students in both technology-based and nontechnology-based organizations understand how technology can affect the company. The core concept delineated here is that technology, and the closely related idea of innovation, can be organized into a managed, multidisciplinary process. All members of the organization, including technical, administrative, marketing, operations, and financial, must understand this process. Technology's impact on all functional areas is discussed. PREREQ: MGT 501.

**603 Marketing and Technology (3)** This course focuses on identifying and explaining new technologies and how they fit within the competitive strategy of the organization. Where possible, a hands-on approach will be used to better acquaint students with technology. Additional emphasis is placed on discussing the role the Internet now serves for marketers and that marketing high-technology product and services is often viewed as different from marketing other types of products and services. PREREQ: TEC 601 or MIS 601, and MKT 501.

**605 Internet Marketing and Technology (3)** This course focuses on technology's role in the creation and maintenance of an organization's value chain - the entries and activities that create and deliver value to customers - and examines necessary business processes. It shows how an organization's value chain makes it possible to change the way organizations conduct business, including how it manufactures, markets, transacts, and manages its product and service; communicates with and manages its employees; and deals with its stakeholders. The course will strive for balance between technical knowledge and strategic understanding. PREREQ: TEC 601 or MIS 601.

**610 Issues in Technology and Business (3)** This course provides a forum to examine current issues not covered in other courses. Since the scope of material may be wide, this course is offered on an open-ended basis, and its format may vary depending on its course content. For example, one course may use a seminar format while another may use a computer laboratory-based format, allowing for flexibility in covering the dynamic nature of technological change. PREREQ: TEC 601 or MIS 601.

◆ **690 Special Topics in Technology and Electronic Commerce (3)** A seminar or independent study course on selected TEC topics. Includes research paper or project, which examines a contemporary TEC issue not available in the existing curriculum. PREREQ: Written permission of program director.

**699 Business Simulation (1)** This is a required course for all M.B.A. students that utilizes a computer simulation as its primary learning approach. The course is designed as a mechanism for students to demonstrate how to apply the tools and knowledge they have gained from previous course work and their own business experience to manage a corporation selling products across multiple markets. PREREQ: ACC 601, FIN 601, MGT 611, MKT 605, and TEC 601 or MIS 601.

◆ This course may be taken again for credit.

## Chemistry

Room 119 Schmucker Science Center II  
West Chester University  
West Chester, PA 19383  
610-436-2631  
Dr. Frost, *Chairperson*

## PROFESSORS

Felix Goodson, Ph.D., *University of California, Berkeley*  
Michael Moran, Ph.D., *University of Pennsylvania*  
John Townsend, Ph.D., *Cornell University*

## ASSOCIATE PROFESSORS

Mahrukh Azam, Ph.D., *Seton Hall University*  
Roger Barth, Ph.D., *Johns Hopkins University*

Melissa Betz Cichowicz, Ph.D., *University of Maryland*  
Blaise Frost, Ph.D., *University of South Dakota*  
Joel Ressler, Ph.D., *Lehigh University*  
Timothy Starn, Ph.D., *Indiana University*

## ASSISTANT PROFESSORS

Kurt Kolasinski, Ph.D., *Stanford University*  
Karen M. Usher, Ph.D., *Florida State University*

## Programs of Study

There are no programs leading to a graduate degree in chemistry.



## COURSE DESCRIPTIONS CHEMISTRY

Symbol: CHE unless otherwise shown. CRL indicates laboratory.

### 500 Fundamentals of Radioisotope Techniques

(3) Biological, chemical, environmental, and physical effects of nuclear radiation. Radiation detection instrumentation and radio tracer methodology.

**503 Chemistry of the Environment (3)** The chemistry of the atmosphere, hydrosphere, and biosphere; man's impact on these areas. (Not for M.S. in chemistry.)

◆ **505 Fundamental Topics in Chemistry (2-6)** Basic-level elective courses in chemistry for professional growth. (Not for M.S. in chemistry.) PREREQ: General chemistry.

**509 Descriptive Inorganic Chemistry (3)** The emphasis of this course is on periodic properties of the representative elements, the structure of inorganic solids, the chemistry of aqueous and nonaqueous solutions, and the study of some transition metals. Lanthanides and actinides also are studied. (Not for M.S. in chemistry.) PREREQ: CHE 103/104.

**511 Advanced Inorganic Chemistry I (3)** Structure and properties of the elements and their compounds from a theoretical point of view; the periodic law, acids and bases, structure and reactivity of metal compounds and main group compounds. PREREQ: CHE 341.

**515 Topics in Inorganic Chemistry (3)** Topics of current interest in inorganic chemistry. Topic to be announced prior to registration. This course may be taken again for credit.

**517 History of Chemistry (1)** The history of chemistry and its predecessors from ancient times to the present.

**518 Literature of Chemistry (1)** Instruction in the use of a modern chemical library, reference and data acquisition, synthetic procedures, and computer data bases. PREREQ: CHE 231.

**519 Ethics and Human Values in Science (1)** A one-semester course for science majors to acquaint students with potential ethical problems in their professional careers.

**524 Analytical Chemistry II (3)** Basic principles of applied instrumental analysis. Special emphasis on the use of spectrophotometric, electroanalytical, and chromatographic instrumentation. PREREQ: CHE 321 and CHE 341.

**CRL 524 Analytical Chemistry II Laboratory (2)** Practical experience in the choice and application of instrumental methods to chemical systems. CONCURRENT or PREREQ: CHE 524.

◆ **525 Topics in Analytical Chemistry (3)** In-depth examination of current topics in instrumental or wet chemical analysis. Special emphasis on state-of-the-

art development and applications. Topic announced prior to registration.

**531 Organic Reaction Mechanisms (3)** Theoretical treatment of selected organic reactions. Emphasis on bonding theory, structural relationship, equilibria, and free-energy relationships.

◆ **533 Topics in Organic Chemistry (3)** Topics of current interest in organic chemistry. Topic announced prior to registration.

**536 Polymer Chemistry (3)** Polymerization kinetics, rheology of polymer melts, crystallization parameters, and monomer reactivity in copolymerization.

**CRL 536 Polymer Chemistry Laboratory (2)** A course designed to introduce the advanced student to the synthesis of polymers and the study of the molecular, physical, and thermal properties of these compounds. PREREQ: CHE 232/CRL 232. COREQ: CHE 536.

**540 Chemical Thermodynamics (3)** Laws and functions of thermodynamics and their applications: introduction to statistical thermodynamics.

**543 Quantum Chemistry (3)** Basic quantum chemistry, including the hydrogen atom problem, chemical bonding, spectroscopic concepts, and group theory.

◆ **544 Topics in Physical Chemistry (3)** Topics of current interest in physical chemistry. Topic announced prior to registration.

**548 Clinical Biochemistry (3)** A one-semester course on the biochemical basis of disease. Case histories are discussed with emphasis on the clinical interpretation of laboratory data. PREREQ: CHE 581.

**550 Internship in Chemistry (3-6)** A full- or part-time work/study appointment in a hospital, commercial, governmental, or industrial laboratory supervised jointly by an on-site supervisor and a chemistry department faculty member. PREREQ: Permission of the department internship committee.

**555 Quantitative Clinical Methods (3)** A course on the mathematical aspects of clinical laboratory science. Statistics and laboratory uses for computers are stressed. PREREQ: CHE 581.

**560 Advanced Organic Spectroscopy (3)** An advanced course in organic spectroscopy dealing with IR, NMR, and MS techniques. PREREQ: CHE 531.

**571 Fundamentals of Biochemistry (3)** Structure and chemistry of proteins and nucleic acids; molecular biology, physio-chemical methods for biomacromolecules, enzymes, and the molecular basis for some physiological phenomena. Lab: CRL 571. PREREQ: Physical chemistry.

**CRL 571 Experimental Biochemistry (2)** Laboratory exercises in the fundamentals of biochemistry. CONCURRENT or PREREQ: CHE 571.

**CRL 572 Experimental Biochemistry II (2)** A second-semester laboratory course in biochemistry that stresses the use of advanced analytical instruments to characterize biologically important molecules and to

elucidate their mechanism of action.

**575 Topics in Biochemistry (3)** Topics of current interest in biochemistry. Topic announced prior to registration.

**576 Biochemistry I (3)** A two-semester course in biochemistry. The first part shows how the chemistry of amino acids, proteins, enzymes, carbohydrates, lipids, and membranes enables living organisms to perform biological functions. PREREQ: CHE 232 and physical chemistry.

**577 Biochemistry II (3)** The second part of biochemistry covers the biosynthesis of diverse molecules, DNA structure and function, and molecular physiology, including immunoglobulins, hormones, nutrition, and nerve action. Chemistry will be related to normal and pathological biological functions. PREREQ: CHE 576.

**579 Chemical Toxicology (3)** A one-semester course in the basic principles of toxicological analysis. Special emphasis will be placed on documentation, sampling, and verification of laboratory materials and results. The environmental and physiological aspects of chemical toxicity will be explored.

**CRL 579 Chemical Toxicology Laboratory (2)** A one-semester course in the basic principles of toxicological analysis. CONCURRENT or PREREQ: CHE 579.

◆ **580 Research in Chemistry (3-6)** Independent research in chemistry, under the direction of a member of the chemistry faculty.

**581 Clinical Chemistry (3)** Analysis of biological fluids. Clinical significance of enzyme, electrolyte, protein, carbohydrate, and hormone analysis. Requires permission of instructor or undergraduate preparation in organic chemistry and quantitative analysis. CONCURRENT or PREREQ: CHE 571; PREREQ: CHE 321.

**582 Advanced Clinical Chemistry (3)** A one-semester course with emphasis on new clinical tests, instrumentation, and methodologies in clinical chemistry. PREREQ: CHE 571 and 581.

**583 Clinical Chemistry Seminar (2)** A course emphasizing the recent literature in clinical chemistry. Student lecture presentations and round table discussions are used. PREREQ: CHE 581.

**591 Seminar (2)** Topics of current interest in chemistry.

### \*610 Thesis (3)

**SCC 570 Science and Human Values (3)** Not for M.S. in chemistry.

◆ This course may be taken again for credit.

\* Graduate students beginning their research programs should enroll in CHE 580, which may be repeated. Students should enroll in CHE 610 during their last semester. Only in rare circumstances may CHE 610 be repeated.

## Communication Studies

512 Main Hall

West Chester University

West Chester, PA 19383

610-436-2500

Dr. Brown, *Chairperson*

Dr. Orr, *Graduate Coordinator*

## PROFESSORS

Timothy J. Brown, Ph.D., *Ohio University*

Kevin W. Dean, Ph.D., *University of Maryland*

Anita K. Foeman, Ph.D., *Temple University*

Elaine B. Jenks, Ph.D., *Pennsylvania State University*

C. Jack Orr, Ph.D., *Temple University*

Martin S. Remland, Ph.D., *Southern Illinois University*

## ASSOCIATE PROFESSORS

David G. Levasseur, Ph.D., *University of Kansas*

Edward Lordan, Ph.D., *Syracuse University*



Lisa Millhous, Ph.D., *University of Minnesota*  
 Michael V. Pearson, Ph.D., *Temple University*  
 Philip A. Thompson, Ph.D., *University of Utah*

### ASSISTANT PROFESSORS

Michael Boyle, Ph.D., *University of Wisconsin-Madison*  
 Mary Braz, M.A., *Michigan State University*  
 Mark Hickman, M.A., *Miami University of Ohio*  
 Maria Kopacz, Ph.D., *University of Arizona*  
 Bessie Lawton, Ph.D., *University of Pennsylvania*  
 Denise M. Polk, Ph.D., *Kent State University*  
 Kanan Sawyer, Ph.D., *University of Texas*

### Programs of Study

The master of arts in communication studies is a comprehensive program that focuses on communication and leadership. Specifically, the program develops students' knowledge and skills in these areas; all program courses explore some connection between communication and effective leadership. While focusing on leadership, the program also offers students a comprehensive overview of communication context. Since leaders must be able to communicate effectively in many different settings, the program seeks to build students' understanding and abilities across a broad array of communication contexts (including organizational communication, interpersonal communication, small group communication, mass media communication, and public relations communication).

The M.A. in communication studies also is designed as both an academic and a professional development degree. All courses, taught by University professors, are built on communication theory and research. With this firm academic foundation, many students complete the program and pursue additional graduate work at the Ph.D. level. The program also offers a thesis option for students interested in pursuing a large-scale research project in preparation for future Ph.D. work. In terms of professional development, all courses explore pragmatic issues of communication. With an emphasis on enhancing their abilities as communicators and leaders, students can further their chosen career goals, and perhaps future success, by exploring up to 15 credits outside the Department of Communication Studies. For example, students interested in administrative work can take elective courses in the M.S. in administration program. The department faculty also are ideally suited to help with students' professional development goals because they serve as communication consultants to groups and organizations outside the University.

Since the program is designed to enhance students' communication skills, courses within the program require extensive speaking and writing. Courses are generally taught as small discussion-oriented seminars, and most course grading centers on students' presentations and papers.

## MASTER OF ARTS IN COMMUNICATION STUDIES

### Admission Requirements

Admission to the program is contingent on satisfactory review of the following data. No single deficit will preclude a student from gaining admission. Analysis and consideration of all the material to document the following will be evaluated:

- The cumulative undergraduate GPA should be a 3.0 or above.
- The Graduate Record Exam or Miller Analogies Test should show a verbal score ranking in the 50th percentile or above. No test scores are required for students with an undergraduate GPA of 3.5 or above. Test scores may also be waived (by discretion of the graduate coordinator) for students who have successfully completed graduate-level courses.
- Undergraduate major preparation. Students in majors other than communication or its related areas (e.g., English, psychology, sociology, political science) may need to complete remedial undergraduate course work prior to starting in the program.
- Writing sample of work submitted by the student in response to past assignments, job activity, or creative endeavor
- Three letters of recommendation
- A goals statement written on the topic, "How Does Communication Knowledge Bridge My Past Experience With My Future Plans?"

Three additional items may be used to support an application for admission:

1. Work experience that indicates communication skill
2. Extra or co-curricular activities
3. Interview with the graduate coordinator and/or the graduate committee

### Maintenance in Good Standing

To remain in good standing, a student must maintain a minimum, overall graduate GPA of 3.0 or above.

### Admission to Degree Candidacy

At the completion of 12 semester hours (at least nine of which are within the department), a minimum graduate GPA of 3.0 or better must be earned for candidacy to be achieved. At candidacy, a major adviser is selected.

### Curriculum

36 semester hours

#### Nonthesis

##### I. Required core

21 semester hours

COM 500 and 502

15 semester hours selected from departmental offerings

##### II. Elective courses

15 semester hours

These courses are to be selected from other departments or from communication studies courses. A six-credit graduate internship (COM 598) may be elected upon successful completion of the required core.

#### Thesis

##### I. Required core

27 semester hours

COM 500, 502, and 600

15 semester hours selected from departmental offerings

##### II. Elective courses

9 semester hours

These courses are to be selected from other departments or from communication studies courses.

### Comprehensive Examinations

After the completion of all course work, nonthesis and thesis students will take a comprehensive written examination. Thesis students will defend their theses orally.

## COURSE DESCRIPTIONS COMMUNICATION STUDIES

Symbol: COM

**500 Communication and Leadership (3)** Exploration of the interconnections between communication principles and the theory and practice of leadership.

**501 Theoretical Perspectives on Human Commu-**

**nication (3)** A comprehensive examination of major theoretical perspectives on human communication ranging from classical to contemporary.

**502 Communication Research Methods (3)** An examination of the major issues pertaining to inquiry in human communication, including the nature of inquiry; qualitative and quantitative methodological approaches to communication research; moral and

ethical standards for human research; the role of the researcher; and comparisons of academic research. Students will be required to design and execute a research project.

**503 Communication and Persuasive Influence (3)** An analysis of major conceptual approaches to persuasion and their implications for understanding influence contexts and designing pragmatic strategies.



**504 The Symbol Systems of Communication (3)** Students will explore the verbal and nonverbal components of message creation in communication using primary theories to analyze language variables in different settings.

**505 Rhetoric and Leadership (3)** The criticism and history of influence will be explored to focus on examples of persuasion through public discourse.

**506 Communication in Small Groups (3)** An examination of traditional and contemporary research which pertains to various dimensions of small group communication including, but not limited to, the following topics: structure, size, tasks, goals, roles, systems, and leadership.

**507 Issues in Mass Communication (3)** An overview of the mass communication systems, including an analysis of the elements and processes of these media, their functions, and the major issues attending their use in our culture.

**508 Special Topic Seminar (3)** An intensive examination of a selected area within communication study. Topics will vary and will be announced in advance of each semester.

**509 Communication and Conflict Resolution (3)** Using both theoretical and activity-centered learning, the student will explore the options available to resolve conflict through communication.

**520 Political Communication (3)** Examines the role communication plays in the political system with a specific focus on campaign communication, political advertising, and media coverage of politics.

**525 American Public Address (3)** Critical and theoretical examination of significant speeches in American history (from early American history to contemporary times).

**530 Advances in Nonverbal Communication (3)** This course investigates recent advances and controversies in nonverbal communication theory and research.

**535 Communication Competence (3)** This course examines what it means to be a highly competent communicator. Communication competence will be explored across a multitude of communication contexts including interpersonal, organizational, intercultural, and leadership contexts.

**550 Public Relations Research and Writing (3)** Familiarizes students with the skills needed to work as a public relations writer and editor. Explores applicable media theories as well as ethical and legal issues.

**555 Inspirational Communication (3)** This course examines inspirational and motivational forms of communication.

**570 Conceptual Foundations for Communication, Training, and Development (3)** This course examines major schools of thought in organizational training and development. Each viewpoint is explored for its diagnostic guidance, learning implications, and training technologies.

**571 Practicum in Communication, Training, and Development (3)** Participants will review and practice the leading training technologies in communication and organizational development. Each participant will design and deliver a training workshop.

**575 Seminar on Speech Pedagogy (3)** An examination of pedagogical research on the development of effective public speakers. Provides opportunities for both training speakers and critiquing public presentations.

**598 Graduate Internship in Communication Studies (3-6)** Supervised professional training in approved communication placements. **PREREQ:** Approval of department chairperson.

**599 Directed Graduate Studies (3)** Research projects, reports, readings in speech communication. **PREREQ:** Approval of department chairperson.

**600 Communication Studies Thesis (3-6)** Original research, supervised through topic selection, investigation, and oral defense.

## Communicative Disorders

201 Carter Drive  
West Chester University  
West Chester, PA 19383  
610-436-3401

Dr. Weiss, *Chairperson*

Dr. Koenig, *Graduate Coordinator*

### PROFESSORS

Cheryl D. Gunter, Ph.D., *University of Texas - Austin*

Michael S. Weiss, Ph.D., *Purdue University*

### ASSOCIATE PROFESSORS

Mareile Koenig, Ph.D., *University of Illinois*

Jennifer W. Means, SLP.D., *Nova Southeastern University*

### ASSISTANT PROFESSORS

Elizabeth Grillo, Ph.D., *University of Pittsburgh*

Patricia Swasey Washington, Ph.D., *Temple University*

### INSTRUCTOR

Judith A. Curtin, Au.D., *University of Florida*

### Program of Study

The department offers the master of arts degree in communicative disorders. The student may choose a thesis or nonthesis program. Both programs are designed to strengthen the knowledge and skill of the practicing speech clinician, to provide the foundation for further graduate study, and to afford an opportunity to complete requirements toward professional certification by the American Speech-Language-Hearing Association. Attainment of the master's degree does not necessarily guarantee recommendation for certification.

### MASTER OF ARTS IN COMMUNICATIVE DISORDERS

(63 semester hours)

#### Admission Requirements

In addition to meeting the general requirements for admission to a degree program at West Chester University, applicants must

1. Present an undergraduate background of at least 30 semester hours

distributed among the following areas of study: psychology, human development, linguistics, statistics, speech and language development, phonetics, speech disorders, language disorders, hearing disorders, basic speech and hearing science, neurology, acoustic phonetics, and 25 hours of supervised clinical observation.

2. Present undergraduate transcripts showing at least a 3.0 overall grade point average (GPA) in their undergraduate degree program. Demonstrate at least a 3.0 GPA in courses in speech-language pathology and audiology.
3. Demonstrate a reasonable degree of speech and language proficiency which may be measured by a written essay and a personal interview.
4. Submit Graduate Record Examination scores for purposes of evaluation and guidance.
5. Submit a log of undergraduate clinical practicum, when available.
6. Submit two letters of recommendation.
7. Submit a 250-word essay describing future goals, aspirations, and reasons for wanting to attend West Chester University.
8. Submit the department's supplemental application form (available for download online at [http://wcupa.edu/\\_academics/healthsciences/commdisorder/](http://wcupa.edu/_academics/healthsciences/commdisorder/)).

#### Admission to Degree Candidacy

1. The applicant may apply for degree candidacy after having completed SPP 501 and three additional SPP courses. Application must be made before the student has completed 15 semester hours of graduate work required for the degree.
2. During the precandidacy period, the applicant must maintain an overall GPA of 3.0.

#### Degree Requirements

1. The candidate must meet the general University requirements for the master's degree, including completion of all required courses, with an overall GPA of 3.0.
2. The nonthesis candidate must perform satisfactorily on a comprehensive written and oral examination, which may not be taken



before the student's final semester of course work. Those who fail the examination may repeat it once. The interval between the two examinations may not exceed one year.

3. The thesis candidate does not take the comprehensive examination but is required to participate in an oral defense and provide documentation that she/he has taken the ASHA certification examination.
4. The candidate must satisfactorily complete SPP 501, 511, 512, 516, 523, 524, 526, 543, 551, 575, and 582; 18-24 semester hours of graduate clinical practicum; and six semester hours of elective course work chosen under advisement.
5. The student must be in continuous enrollment. Exceptions may be granted by submitting a written request to the graduate coordinator.
6. The M.A. requires the completion of at least 375 hours of clinical practicum, with a minimum of 325 hours with a grade of B or better required at the graduate level.

## COURSE DESCRIPTIONS COMMUNICATIVE DISORDERS

Symbol: SPP

**501 Foundations of Research in Speech Pathology (3)** Introduction to the scientific process and to the interpretation and application of research in the speech sciences. A research project prospectus required.

**511 Child Language Disorders I: 0 - 5 years (3)** Explores disorders of early language acquisition and factors that may place infants and toddlers at risk for normal communication development. Assessment and intervention are examined from the perspective of developmental, behavioral, team-based, and family-centered frameworks.

**512 Child Language Disorders II: School Age Children and Adolescents (3)** Explores disorders of later language acquisition and the interaction of language disorders with academic achievement, especially in the acquisition of literacy skills. Diagnostic assessment and treatment approaches are developed using the framework proposed by ASHA.

**516 Adult Neurogenic Speech and Language Disorders (3)** To examine the various causes, classifications, diagnoses, and treatments of speech and language disorders in adults who have sustained neurological damage.

**523 Voice Disorders (3)** Examination of classification, etiology, diagnosis, and therapy for functional, organic, and psychological voice disorders.

**524 Fluency Disorders (3)** Consideration of the nature, causes, diagnosis, and treatment of stuttering and related disorders of speech flow. Critical review of pertinent research.

**526 Clinical Articulation and Phonology (3)** Acoustic and physiological mechanisms underlying speech sound production; theoretical models and evidence-based practices associated with clinical management of disordered speech sound production.

**543 Therapy for the Hearing Impaired (3)** Evaluative and therapeutic materials and methods applicable to the improvement of communication in hard-of-hearing individuals.

**550 Advanced Diagnostic and Therapeutic Methods in Speech Pathology (3)** Current and advanced evaluative methods and materials applicable to the diagnosis and remediation of communication disorders.

◆ **551 Graduate Clinical Practicum (1.5-3)** Supervised practice in the Speech and Hearing Clinic. Designed to increase diagnostic and therapeutic skills with children and adults who have communication problems. PREREQ: Permission of department. Must be completed with a GPA of at least 3.0 in all SPP 551 practicums.

◆ **552 Medical Affiliation Practicum (3, 6, 9)** Supervised practice in an affiliated clinic or school. Designed to increase diagnostic and therapeutic skills with children and adults who have communication disorders. PREREQ: Permission of department and GPA of at least 3.0 in all SPP 551 practica.

**553 School-based Affiliation Practicum (3, 6, 9)** Supervised practice in an affiliated clinic. Designed to increase diagnostic and therapeutic skills with children and adults who have communication disorders. PREREQ: Minimum 3.0 GPA in all SPP 551 practica and permission of the department.

◆ **560 Seminar in Speech Pathology (1-3)** Selected theoretical and clinical areas of speech pathology and related disciplines. Topics vary each semester according to research developments and student needs.

**561 Seminar in Audiology (3)** Selected areas in audiology and related disciplines. Topics vary each semester according to developments in research and student needs.

**565 Communicative Enhancement for Individuals with Autism Spectrum Disorders (3)** Within the framework of evidence-based practice, this course addresses the principles and strategies involved in the assessment and enhancement of communication skills needed by individuals with autism spectrum disorders to express their interactions and to meet the communicative demands of the environment. Also considered is the role of communicative enhancement in the prevention of behavior problems and in the design and positive behavior support plans.

## Certification Programs

Candidates for the master of arts in communicative disorders may be recommended for the Certificate of Clinical Competence in Speech Language Pathology issued by the American Speech-Language-Hearing Association. They also may be recommended for the Pennsylvania Instructional I Certificate upon satisfactory completion of additional, required course work and clinical practicum.

The State Board of Education adopted changes that affect all of Pennsylvania's teacher certification programs by adding nine credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or equivalent combination to meet the instructional needs of English language learners. Although these regulatory changes became effective on September 22, 2007, the Pennsylvania Department of Education has not yet developed final requirements for colleges/universities to follow. Therefore, changes in program requirements may be proposed.

**570 School Language, Speech and Hearing Programs (3)** Orientation to and observation of the organization, administration, and operation of school speech-language and hearing programs (preschool through grade 12).

**573 Administration and Supervision of Speech and Hearing Programs (3)** Nature and scope of supervisory positions in speech and hearing programs. Emphasis on administrative problems.

**575 Medical Speech Pathology (3)** This course is designed to provide graduate students with an introduction to the terminology, documentation, types of insurance, and interactions with other medical disciplines, as well as frequently observed disorders, assessments, and interventions associated with pediatric and adult patients in a medical setting (e.g., acute care hospitals, skilled nursing facilities, long-term care facilities). The course is also designed to expose the student to the code of ethics and scope of practice within a medical setting as determined by the American Speech and Hearing Association (ASHA).

**580 Orofacial Anomalies (3)** Comprehensive consideration of the nature, causes, diagnosis, and treatment of communication disorders associated with orofacial anomalies, particularly cleft lip and cleft palate.

**582 Dysphagia (3)** This course prepares students to identify anatomical and neurological structures in swallowing, as well as assess, treat, and modify diets for patients with normal and abnormal swallowing patterns.

**589 Neuromuscular Disorders (3)** Nature, causes, diagnosis, and treatment of communication disorders associated with neuromuscular dysfunction, with particular attention to the cerebral palsies.

**590 Independent Study (1-3)** Individualized research projects, reports, and/or readings in speech pathology or audiology under faculty supervision. PREREQ: Approval of department chairperson.

**598 Workshop in Communicative Disorders (3)**  
**610 Thesis (1-6)**

◆ This course may be taken again for credit.



# Computer Science

25 University Ave., Room 150  
West Chester University  
West Chester, PA 19383  
610-436-2204

Dr. Fabrey, *Chairperson*

Dr. Milito, *Assistant Chairperson and Graduate Coordinator*,  
610-436-2690

## PROFESSORS

Richard Epstein, Ph.D., *Temple University*

James D. Fabrey, Ph.D., *Massachusetts Institute of Technology*

Elaine R. Milito, Ph.D., *Pennsylvania State University*

## ASSOCIATE PROFESSORS

Robert Kline, Ph.D., *Washington University*

Richard Wyatt, Ph.D., *University of California, Berkeley*

Cheer-Sun D. Yang, Ph.D., *University of Delaware*

Zhen Jiang, Ph.D., *Florida Atlantic University*

## ASSISTANT PROFESSORS

Afrand Agah, Ph.D., *University of Texas at Arlington*

Mehran Asadi, Ph.D., *University of Texas at Arlington*

Bin Lu, Ph.D., *Texas A&M University*

## Programs of Study

The department offers a master of science degree as well as a number of graduate professional development certificates. The master of science is intended for those who have a bachelor's degree in computer science or related field. The professional development certificates are intended for those who would like to obtain certification in certain specific areas without having to undertake the preparatory work for a master's degree. A special sequence of prerequisite courses can be taken toward entry into the certificate programs.

## MASTER OF SCIENCE IN COMPUTER SCIENCE

The purpose of this program is to provide its graduates with the intellectual and practical tools that they will need either to pursue careers as professional computer scientists in industry or to pursue a doctor's degree in computer science at a doctoral-granting institution. The curriculum is designed with three goals in mind:

1. A solid foundation in the fundamental principles of computer science (the core).
2. Exposure to a variety of subject areas (the 500-level electives).
3. Exposure to research topics of current interest and to provide in-depth knowledge of several areas (the 600-level courses).

## Admission Requirements

Applicants for the master of science program in computer science must satisfy the general graduate admission requirements of the University. Further, applicants should possess an undergraduate degree in computer science or an equivalent degree. An applicant who does not have an undergraduate degree in computer science or the equivalent may, however, apply for admission into the certificate program, which is an 18-credit program designed to give students a broad knowledge of standard topics in computer science. Applicants also must submit scores for the general section of the Graduate Record Examination, unless they have an earned master's degree. Other circumstances may apply.

A TOEFL score of 550 is required for non-native speakers only. Three letters of recommendation also are required of all applicants.

## Degree Requirements

A student must take a total of 33 semester hours from the following courses (subject to the stipulations listed below):

## Curriculum

- |   |  |
|---|--|
| <b>1. All four core courses</b>   | 33 semester hours<br>12 semester hours |
| CSC 520, 530, 540, and 560  |  |
| <b>2. At least four 500-level electives</b>   | at least 12 semester hours             |
| Chosen from the following:<br>CSC 525, 535, 545, 555, 565, 570, 573, 575, 581, 582, 583, 584, 585, 586, 587, 588, 589 |  |
| <b>3. At least two 600-level courses</b>  | at least 6 semester hours              |
| Chosen from the following:<br>CSC 600, 603, 604, 605, 610, 620 (see stipulation #3 below)                             |  |

## Stipulations:

1. A student must complete the four core courses within the first six courses taken.
2. All core courses must be completed before a student can take a 600-level course.
3. The advanced seminar courses (CSC 600, 603, 604) offer a variety of advanced topics in computer science. A student must take at least one of these courses and not more than two.
4. A student who elects to do a master's thesis must take CSC 610 (independent research) and CSC 620 (thesis). CSC 610 may count for credit towards the degree only once.

## Thesis Options

### Independent Research (CSC 610)

The student may work in one of three directions for this course:

1. Master's thesis preparation: After consulting with a faculty adviser, the student will conduct a comprehensive literature search in a research area, write a detailed report on the current state of the art in that area, and develop a thesis proposal.
2. Individual project: The student will work on a substantial programming project throughout the semester. The student will be expected to do sufficient background research and then design, as needed, all the data structures, flow of control, and so forth, required for implementation.
3. Team project: The student will be involved in an ambitious software development project with at least one other student under the guidance of the adviser. This course emphasizes the development of those capabilities that are considered especially important in the practical world of computing, such as written and oral communications skills and the ability to work as part of a team.

### Thesis (CSC 620)

The student is to carry out the research proposal developed in CSC 610. At the completion of the project, the student must submit a bound manuscript that meets the approval of the graduate committee.

## Professional Development Certificates

The department offers three, 15-credit graduate certificates (consisting of five courses each):

- Computer Security (IA)
- Information Systems
- Web Technology

All the computer science courses (CSC) listed can be counted towards the master's degree program except CSC 515.

## Prerequisites

A student who wishes to enroll in one of these certificate programs needs to hold a bachelor's degree (in any subject area) and needs to have successfully completed an undergraduate data structures course using an object-oriented programming language (like C++ or Java) – the equivalent of West Chester University's undergraduate course, CSC 241 Data Structures and Algorithms. Alternatively, a student can take



the following two courses in order to satisfy the certificate program prerequisites: CSC 512 and CSC 516.

### Certificate in Computer Security (Information Assurance)

Students must take five of the following courses: CSC 525, 535, 555, 583, 586, 588, 603; CRJ 555.

### Certificate in Information Systems

Students must take five courses. Students must choose at least three of

the courses from this list: CSC 545, 555, 586, 589. At most two of the courses must come from this list: STA 511 and MIS 501 or TEC 501 (not both).

### Certificate in Web Technology

Students must take five of the following courses: CSC 515, 535, 545, 584, 585, 587, 588, 604.

## COURSE DESCRIPTIONS COMPUTER SCIENCE

Symbol: CSC

Note: CSC 512 - CSC 517 may not be used for credit in the master's degree program.

**512 Computer Programming I (3)** The principles of algorithmic problem solving is introduced using the C++ language. This course teaches programming techniques which involve elementary data and control structures.

**513 Computer Programming II (3)** This course further develops the topics started in Computer Programming I with a strong emphasis on software issues and object-oriented program design. PREREQ: CSC 512.

**514 Computer Organization (3)** This course introduces students to the basics of computer hardware design, including digital logic and hardware components. Assembly-level programming is taught as a tool for understanding how it is used by compilers of high-level languages.

**515 Introduction to Web Development (3)** This course covers Web site design and programming issues. It develops and uses the PHP language and MySQL database for server-side programming and information storage/retrieval. The JavaScript language is used for client-side programming.

**516 Introduction to Data Structures and Algorithms (3)** This course introduces the definitions, implementations, and applications of the most basic data structures used in computer science. The concept of abstract data type is introduced and reinforced by the object concept of C++. PREREQ: CSC 512.

**517 Programming Paradigms (3)** This course is designed to develop students' understanding of the nature of programming languages and to enhance their programming skills. The approach is more formal than in a beginning course and emphasizes both the general features of languages and sound problem-solving methods. PREREQ: CSC 512.

**520 Foundations of Computer Science (3)** This course offers an advanced treatment of many of the theoretical areas underlying other computer science subjects.

**525 Operating Systems (3)** This course covers the basic features of operating systems. Examples will be drawn from UNIX and other operating systems. This course includes an intensive study of the UNIX operating system by way of the UNIX kernel commands and utilities.

**530 Data Structures (3)** This course builds on rudimentary understanding of linked structures and develops complex data structures such as trees, hash tables, graphs, etc. It also introduces the basics of asymptotic analysis of running time and space in order to provide the justification for various data structures.

**535 Networks and Data Communications (3)** This course provides in-depth studies of various aspects of modern telecommunication systems such as network design, network implementation, serial port communications, and user interfaces.

**540 Programming Languages (3)** This course introduces the theoretical and practical foundations

of programming languages from the point of view of design and implementation.

**545 Database System Concepts (3)** This course emphasizes recent technological advances in database management systems. The course centers around data models and languages for those data models. Special attention is paid to relational and object-oriented data models and systems which implement these. PREREQ: CSC 520.

**555 Software Engineering (3)** This course emphasizes important topics in software engineering from an object-oriented point of view (as opposed to the older functional, or structural analysis approach).

**560 Analysis of Algorithms (3)** This course introduces the methods to analyze the efficiency of computer algorithms in terms of their use of both space and time. Algorithmic design techniques, such as divide and conquer, greedy methods, and dynamic programming are illustrated throughout the course. The theory of NP-completeness and tractability is introduced. PREREQ: CSC 520.

**565 Compiler Design (3)** An in-depth study of the principles and design aspects of programming language translation. Students will design and implement a compiler using standard UNIX-based compiler tools for a small but representative language. PREREQ: CSC 520.

**570 Computer Architecture (3)** This course will study the methodology for design of components and interfaces in a uniprocessor computer. Various architectures/machine languages are compared, and one is studied in depth.

**573 Graphics and User Interfaces (3)** This course covers the basic aspects of generating and transforming computer graphical images. PREREQ: Linear algebra background.

**575 Artificial Intelligence (3)** Artificial Intelligence (AI) aims to reproduce or simulate the intelligent capacities of human beings such as forming plans of action and conversing in English. This course will combine theoretical, practical, and programming aspects of AI. Common Lisp will be used for programming projects. PREREQ: CSC 520.

**581 Topics in Computer Science (3)** This course will allow instructors to teach a 500-level (not research-oriented) course in a computer science topic not specified in the current course list. Different topics will be taught as different sections of this course. PREREQ: To be determined by topic.

**582 Topics in Information Systems (3)** A survey of topics in information systems reflecting the current technological developments and research interests.

**583 Topics in Computer Security (3)** A survey of topics in computer security reflecting current technological developments and research interests in the field.

**584 Topics in Web Technology (3)** Course content will vary each semester based on technological developments in the field and the instructor's scholarly interests, with the goal of giving students a broad exposure to important topics in Web technology.

**585 User Interface in Java (3)** This course teaches essential features of graphical user interface (GUI) creation

using the Java language. Additionally, the GUI projects are integrated with an SQL database using Java JDBC programming.

**586 System Administration and Security (3)** This course is a hands-on study of operating system administration essentials with a focus on systems security and time in the lab. Additionally, various script languages are taught to provide a basis for understanding and extending the system capabilities.

**587 Web Services Using XML and SOAP (3)** Web services are offered by one application to another via the World Wide Web, this course explores the concepts and the Web-service architectures. The focus is on Java 2 EE programming, extensible market-up language (XML), and simple object access protocol (SOAP). Java is the main programming language used, but an understanding of C++ will suffice. Topics include concepts on Web services, interactive Web application technology, XML, XML-RPC, and XML-SOAP.

**588 Wireless Programming and Security (3)** This course provides an overview of wireless networking principles and technologies from the computer science major's viewpoint. This course cannot cover all wireless communications but will focus on the fundamentals and principles: the major differences between wired networks and wireless networks, protocol stacks of wireless networks, wireless data services, and security issues.

**589 UML and Pattern Design (3)** The course content will vary each semester based on technological developments in the field and the instructor's scholarly interests, with the goal of giving students a broad exposure to important topics in UML, which is language that helps to specify, visualize, and document the software system.

**600 Advanced Seminar (3)** This research-oriented course will investigate an advanced and specialized topic determined by faculty and student interest. PREREQ: Completion of 18 graduate credits including the core courses.

**603 Advanced Seminar in Security (3)** An in-depth investigation into specific areas of computer security reflecting research interests and significant technological developments in the field.

**604 Advanced Seminar in Web Technology (3)** Course content will vary each semester based on technological developments in the field and the instructor's scholarly interests, with the goal of giving students an in-depth exposure to research topics in Web technology.

**605 Internship in Computer Science (3)** Provides the student with professional development and work experiences in the computer science field. PREREQ: Successful completion of the four core courses in the M.S. computer science program: CSC 520, 530, 540, 560.

**610 Independent Research (3)** The student may work in one of three directions: thesis, individual project, or team project. (See "Thesis Options" above.) PREREQ: The agreement of the faculty member to act as an adviser.

**620 Thesis (3)** A continuation of Independent Research. (See "Thesis Options" above.) PREREQ: The permission of the thesis adviser, and approval of the thesis proposal by the computer science graduate committee.



# Counselor Education

Graduate Business Center, Suite 102  
West Chester University  
West Chester, PA 19383  
610-436-2559

Dr. Zhang, *Chairperson*

Dr. Snyder, *Graduate Coordinator*

## PROFESSORS

Angelo F. Gadaletto, Ph.D., *University of Virginia*

Wallace J. Kahn, Ph.D., *University of Maryland*

Richard D. Parsons, Ph.D., *Temple University*

Naijian Zhang, Ph.D., *Ball State University*

## ASSOCIATE PROFESSOR

Kathryn P. Alessandria, Ph.D., *University of Virginia*

## ASSISTANT PROFESSORS

Vickie Ann McCoy, Ph.D., *University of Southern Mississippi*

Matthew Snyder, Ph.D., *University of Connecticut*

Lynn Zubernis, Ph.D., *Bryn Mawr College*

## Programs of Study

The Department of Counselor Education offers two master of education degree programs, one in elementary school counseling and another in secondary school counseling. Completion of the M.Ed. school counseling programs academically qualifies candidates for the Pennsylvania Educational Specialist I Certificate which is required for employment as an elementary or secondary school guidance counselor. Individuals who have earned a master's degree in counseling or a counseling-related area may pursue a nondegree program of study (certification only) leading to the Educational Specialist I Certificate. The department also offers a master of science degree for individuals who will seek employment as counselors and student service professionals in higher education settings. A post-master's certificate program is offered for individuals who have completed a master's degree in counseling or a closely related area and would like to build their clinical mental health skills while completing the educational requirements for licensure as a professional counselor.

The department's Web page, which describes programs of study in more detail, can be reached through the University's home page: [www.wcupa.edu](http://www.wcupa.edu).

## Admission Requirements

When admitting an applicant to the counselor education programs, the department makes a commitment to the student's development and future success. The department evaluates each candidate through the use of multiple criteria. Admission requires an undergraduate degree from an accredited college or university. The normal, expected standard for students applying to counselor education programs is a minimum 3.0 grade point average (GPA) on a 4.0 scale. Candidates with less than a 2.8 undergraduate GPA must submit scores from either the Miller Analogies Test or Graduate Record Examination. In addition to undergraduate grades, all candidates must submit two letters of reference. Candidates may also be assessed by way of an interview.

## Degree Requirements

After completion of 15 credit hours but prior to enrolling for 25 credit hours of counselor education course work, students are eligible and must apply for degree candidacy.

## Degree Candidacy Requirements:

1. Students must achieve a grade of B (83 percent) or better in all

Competency Area I courses taken at the point the application is submitted.

2. Students must successfully complete the Level One (multiple choice) Degree Candidacy Competency Exam.
3. Faculty will be asked to share any concerns with the student's interpersonal skills and/or overall mental health. If concerns are expressed, a formal assessment may be required prior to granting degree candidacy.
4. Students seeking certification as a school counselor must already be certified by the Pennsylvania Department of Education (PDE) in another subject area or must successfully complete the PDE required Praxis PPST Reading, Writing, and Mathematics Tests.

## Comprehensive Exam Requirements

Counselor education utilizes three assessment measures. Students must successfully complete a multiple choice Level I Comprehensive Exam prior to qualifying for degree candidacy. Following completion of the prescribed course work and the adviser's recommendation, candidates must pass the Level II Comprehensive Exam that is based on client case scenarios. Candidates must also complete a Level III assessment which is a cumulative portfolio of the student's work throughout the program. The degree or certification being pursued will be granted only when the student has met the department's standards.

## Educational Specialist I Certificate

In order to obtain the Educational Specialist I Certificate, the student must successfully complete the required practicum in an approved secondary or elementary school. This course provides an opportunity for the student, under West Chester University faculty supervision, to work closely with a professional counselor in a public school. The certificate is issued on the basis of the program approval status of the counselor education program at the University as granted by the Pennsylvania Department of Education.

The State Board of Education adopted changes that affect all of Pennsylvania's teacher certification programs by adding nine credits or 270 hours or an equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or an equivalent combination to meet the instructional needs of English language learners. Additional program requirements are being developed and incorporated into the certification programs to comply with new regulations that become effective January 1, 2011.

## MASTER OF EDUCATION: ELEMENTARY SCHOOL COUNSELING

Dr. Kahn, *Program Coordinator*

<b>Curriculum</b>	48 semester hours
<b>I. Common core requirements</b>	27 semester hours
Competency Area I: EDC 503, 540, 567, 570, 571	
Competency Area II: EDC 520, 521, 556; EDF 502	
<b>II. Specialty requirements</b>	15 semester hours
EDC 504, 576, 577, 590; EDP 550	
<b>III. Internship requirements</b>	6 semester hours
EDC 601	

## MASTER OF EDUCATION: SECONDARY SCHOOL COUNSELING

Dr. Zubernis, *Program Coordinator*

<b>Curriculum</b>	48 semester hours
<b>I. Common core requirements</b>	27 semester hours
Competency Area I: EDC 503, 540, 567, 570, 571	
Competency Area II: EDC 520, 521, 556; EDF 502	



- |                                     |                   |
|-------------------------------------|-------------------|
| <b>II. Specialty requirements</b>   | 15 semester hours |
| EDC 504, 576, 577, 590; EDP 550     |                   |
| <b>III. Internship requirements</b> | 6 semester hours  |
| EDC 602                             |                   |

## MASTER OF SCIENCE: HIGHER EDUCATION COUNSELING/ STUDENT AFFAIRS

Dr. Zhang, *Program Coordinator*

- |  |                   |
|--|-------------------|
| <b>Curriculum</b>                              | 48 semester hours |
| <b>I. Common core requirements</b>             | 27 semester hours |
| Competency Area I: EDC 503, 540, 567, 570, 571 |                   |
| Competency Area II: EDC 520, 521, 556; EDF 502 |                   |
| <b>II. Specialty requirements</b>              | 15 semester hours |
| EDC 530, 531, 532, 592                         |                   |
| Elective (3 semester hours)                    |                   |
| <b>III. Internship requirements</b>            | 6 semester hours  |
| EDC 600  |                   |

## POST-MASTER'S CERTIFICATE IN PROFESSIONAL COUNSELOR LICENSURE PREPARATION

Dr. Parsons, *Program Coordinator*

The post-master's certificate in professional counselor licensure preparation is designed to meet the education and internship requirements of counselors who aspire to obtain licensure in the state of Pennsylvania. The program has been designed with a commitment to education and training that will provide the skills and confidence needed for holders of the certificate to provide competent and ethical professional counseling services.

- |  |                          |
|--|--------------------------|
| <b>Curriculum</b>                            | 15 semester hours        |
| <b>I. Required</b>                           | 12 semester hours        |
| EDC 610, 620, and 650                        |                          |
| <b>II. Electives*</b>                        | minimum 3 semester hours |
| Course selection with permission of adviser. |                          |
| EDC 594-598, EDC 630, PSY 517/519            |                          |
| Other counselor education courses            |                          |

\* Only courses taken post master's at WCU will be counted toward certificate required credits.

## COURSE DESCRIPTIONS COUNSELOR EDUCATION

Symbol: EDC

### 503 Professional Orientation to Counseling (3)

An introductory course that provides an understanding of counseling as a profession, including history, roles, organizational structures, ethical and legal issues, standards, and credentialing.

**504 Organization and Administration of School Counseling Program (3)** The student will learn how to develop, maintain, and evaluate a comprehensive school counseling program that effectively addresses student needs. National models for school counseling programs that provide process and content framework will be examined. Specific emphases will be placed on the school as a system, needs-based and data-driven program development, process and outcome accountability, program management, and the cost-effective delivery of programs.

**520 Social and Cultural Diversity Issues in Counseling (3)** This course explores different racial, social class, gender, and ethnic group orientations to counseling and examines exceptionality implications in applying traditional counseling approaches for use with diverse client populations.

**521 Human Development Through the Life Span for Counselors (3)** Exploration of cognitive, social, emotional, and physical development over the life span. This course examines both theory and research in human development and applies this knowledge to the practice of counseling.

**530 Introduction to Student Affairs (3)** In this course provides graduate students in counseling/student affairs with a comprehensive introduction to the field of student affairs in American higher education including a historical overview of student affairs, legal and professional ethics, models and practices of leadership, organizational management, consultation, and the many functions and activities associated with student affairs. The course examines student affairs in public and private institutions as well as two- and four-year institutions.

**531 Theories of American College Student Development (3)** This course focuses on the range of human development theories that offer insights into student learning, growth, and development during the college years. Special focus is on understanding the implications of these models for the policies and practices of higher education and student affairs in particular.

**532 Leadership and Management in Student Affairs (3)** This course explores research on management and leadership, and prepares students as educational leaders in student affairs; reviews the policy implications that affect social, interpersonal, and academic success of American college students; examines the American college students' lifestyle, attitudes, characteristics, and demographics; and assesses the effects of higher education, and student affairs in particular, on the American college student.

**540 Assessment Methods in Counseling (3)** Emphasis is on the test and nontest assessment of intelligence, achievement, special abilities, and aptitudes, including concepts such as reliability, validity, and standardization.

**556 Career Development Theories and Practices (3)** Theories and techniques relating to career development in children, adolescents, and adults. Career development programming within the context of a systems approach is stressed.

**567 Group Dynamics (3)** This course in group processes focuses on the identification of the implicit and explicit role functions of the group member and the group leader. The recognition and awareness of one's behavior with multiple feedback sources is of primary concern. The major objective of this course is to initiate, develop, and master relationships in a group setting.

**570 Fundamentals of the Helping Relationship (3)** The course will introduce students to the counseling process. Communications skills essential to the helping relationship will be taught and practiced in a counseling lab.

**571 Counseling Theory and Techniques (3)** The course provides an in-depth look at selected theories and their resultant "therapeutic operations," such as cognitive/behavioral, person-centered, and solution-focused models. Emphasis is on both theory and the application of theory to practice. This prepracticum course includes direct contact with "simulated clients" and the development of counseling intervention plans.

**576 Consultation and Coordination in Guidance and Counseling (3)** This prepracticum course focuses on models, mechanisms, and strategies of employing consultation and coordination in remedial and preventive interventions in educational settings. Systems analysis and program development and evaluation will be addressed relative to consultation and coordination.

### 577 School Counseling Strategies for Change

(3) The course is designed to provide an in-depth look at strategies employed by school counselors in individual and group format for promoting client change. The strategies presented reflect those of "best practice" and are tailored to the developmental needs of specific client populations. This prepracticum course includes actual counseling experience with a level-appropriate student.

**590 Practicum in School Counseling (3)** Students will complete a counseling practicum experience in an approved elementary school setting that totals a minimum of 100 clock hours. The practicum will include both individual and group counseling experiences. Students will receive both individualized and group supervision under the directions of a University faculty member. PREREQ: EDC 503, 567, 570, 571, 577.

**592 Practicum in Higher Education Student Affairs (3)** Students will complete a counseling practicum experience in an approved higher education setting that totals a minimum of 100 clock hours. The practicum will include both individual and group counseling experiences. Students will receive both individualized and group supervision under the direction of a University faculty member. PREREQ: EDC 503, 567, 570, 571; EDC 530 must be completed before or concurrently.

**594-597 Workshop in Counselor Education (1-6)**

**598 Workshop in Counselor Education (1-6)**

**599 Independent Study (1-3)** Independent research and study under the direction of a faculty member. PREREQ: Permission of department chairperson and instructor.

**600 Counseling Internship in Higher Education/ Student Affairs (3)** This internship is designed to provide an intensive, supervised on-site counseling experience specific to students' program specialization working in a field site approved by the department. Each three-credit internship has a 200-hour minimum requirement with the course being repeated until the student has accumulated a minimum of 600 on-site hours over at least two semesters. PREREQ: EDC 592 and 556; EDC 531 or 532 must be completed before or taken concurrently with EDC 600.

◆ **601 Counseling Internship Elementary School (3)** This internship provides an intensive, supervised on-site counseling experience in an elemen-



tary school setting (grades K-6) approved by the department. Each three-credit internship has a 200-hour minimum requirement with the course being repeated until the student has accumulated a minimum of 600 hours in school settings over at least two semesters. PREREQ: EDC 590, 576; EDC 504, 556; and EDP 550 must be completed before or concurrently.

◆ **602 Counseling Internship Secondary School** (3) This internship provides an intensive, supervised on-site counseling experience in a secondary school setting (grades 7-12) approved by the department. Each three-credit internship has a 200-hour minimum requirement with the course being repeated until the student has accumulated a minimum of 600 on-site hours in school settings over at least two semesters. PREREQ: EDC 590, 576; EDC 504, 556; and EDP 550 must be completed before or concurrently.

**610 The Diagnostic Intervention Connection for Professional Counselors** (3) This seminar targets the professional counselors' need to employ valid diagnostic paradigms as the necessary step to effective intervention planning. The focus of this seminar is on application with students required to engage in client contact employing the diagnostic-treatment model presented in class. PREREQ: Graduate psychopathology course. Enrollment limited to completing post-master's certificate students or with permission of instructor.

**620 Advanced Counseling Intervention** (3) This seminar will stress the application of clinical skills and will include a field component as well as a case conferencing format. Emphasis will be placed on treatment planning using multiaxial diagnosis, implementation, and evaluation. PREREQ: EDC 610 or permission of instructor.

**630 Systems Concepts and Skills for Professional Counselors** (3) The course will provide an introduction to systemic thinking, assist students in the development of skills necessary for systems assessment, and require students to employ systemic treatment, planning, and referral.

**650 Advanced Counselor Internship** (3) This post-master's certificate course will provide students with supervised experience in the application of counseling and evaluation techniques in professional settings appropriate to their career interests, skills, and program of study. Adviser must approve site selection. PREREQ: EDC 610 and EDC 620.

## EDUCATIONAL FOUNDATIONS

Symbol: EDF

**502 Methods and Materials of Research for Counselors** (3) Designed to enable the counselor to read experimental, quasi-experimental, descriptive, and correlational research reported in the professional journals. Both univariate and multivariate designs are emphasized. PREREQ: EDC 540.

**583 The American School as Social Narrative**

(3) An integrated exploration of the philosophical culture, social, and physical foundations of schooling and education in the United States.

## EDUCATIONAL PSYCHOLOGY

Symbol: EDP

**550 Advanced Educational Psychology** (3) Processes by which skills, understanding, concepts, and ideals are acquired; teaching practices in relation to basic research concerning learning; similarities and differences in theories of learning.

**557 Essentials of Learning** (3) Study of the applications of learning theory to classroom teaching, with emphasis on those principles derived from classical and operant conditioning. Retention and transfer of learning also considered.

**560 Behavior Modification** (3) Study of principles of classical and operant conditioning as they relate to the modification of student behavior in residential and educational settings. Emphasis on such areas as classroom discipline, student values, and student study habits.

**569 Adolescent Development and Learning** (3) Mental, physical, emotional, and social development and behavior of the adolescent with emphasis on various types of learning. Case studies are used.

**598 Workshop in Educational Psychology** (3)

◆ This course may be taken again for credit.

## Criminal Justice

200 Ruby Jones Hall  
West Chester University  
West Chester, PA 19383  
610-436-2647

Prof. Nestlerode, *Chairperson*  
Dr. Brewster, *Graduate Coordinator*

### PROFESSORS

Mary P. Brewster, Ph.D., *Rutgers University*  
Jana L. Nestlerode, J.D., *Widener University*

### ASSOCIATE PROFESSORS

Brian O'Neill, Ph.D., *City University of New York*  
Dian Williams, Ph.D., *Walden University*

### ASSISTANT PROFESSORS

Dean B. Golding, M.A., *Temple University*  
Randolph T. McVey, Ph.D., *Sam Houston State University*  
Cassandra Reyes, Ph.D., *Indiana University of Pennsylvania*

### Program of Study

The master of science in criminal justice program provides a high-quality, advanced education to both full-time and part-time students. The program is well-suited to working professionals and offers evening courses and selected online electives. Professors are all seasoned professionals in their field of expertise and offer practical as well as academic excellence in the classroom. The program also serves as the basis for those planning to pursue doctoral degrees.

While the department does not require a thesis, students may choose

to write a thesis by enrolling in CRJ 610 and receiving three semester hours towards the M.S.

### Admission Requirements

In addition to meeting the general requirements for admission to a graduate degree program at West Chester University, applicants must submit scores from the MAT. The department places special emphasis on the academic and professional goals statement found within the application.

### Degree Requirements

Prior to receiving the master of science degree in criminal justice, all candidates must

1. file an application for admission to candidacy with the Office of Graduate Studies and Extended Education after completion of 12-15 graduate credits, and
2. complete a minimum of 30 semester hours of course work with a minimum cumulative GPA of 3.0 (based on a 4.0 system).

### MASTER OF SCIENCE IN CRIMINAL JUSTICE

Curriculum	30 semester hours
I. Required	15 semester hours
CRJ 505, 507, 508, 509, and 600	
II. Optional Thesis	3 semester hours
III. Electives	12-15 semester hours
Chosen from among the following:	
CRJ 500, 503, 504, 506, 515, 522, 524, 526, 528, 530, 535, 545, 546, 555, 560, 565, 566, 570, 575, 580, 582, 590, 599	



## COURSE DESCRIPTIONS CRIMINAL JUSTICE

Symbol: CRJ

### 500 Comparative Criminal Justice Systems (3)

This course examines criminal justice systems worldwide, focusing primarily on the relationships between the police, courts, and corrections, and the society these subsystems serve. The primary focus will be on the four legal traditions: the common law, civil law, socialist, and Islamic systems of law and social control. Descriptive material on selected countries will be analyzed and compared. Although the major emphasis will be on the substantive content of assigned readings, some attention will be given to research methodology. This course focuses largely on criminal justice components and thematic issues common among nations worldwide and provides insight into the various methods employed by those nations in administering criminal justice.

**503 Criminal Behavior and the Law (3)** This course is designed to help the student understand behavior by comparing criminal with normal behavior. A survey course, it reviews types of abnormal behavior and mental disorders, methods of diagnosis, and treatment and resolution of interpersonal conflicts. Also included is an understanding of criminal behavior as it applies to abnormality.

**504 Resolution of Interpersonal Conflicts (3)** This course assists students in developing personal effectiveness in group situations. Emphasis will be on the development of competence in group leadership, ability to translate the group experience into positive decisions about self and environment, and the ability to recognize changes that have affected one's life. The knowledge gained from this course will help students in relating to other persons in their personal, social, and vocational life.

**505 Criminological Theory (3)** This course is a survey of the historical and contemporary attempts to explain the phenomena of crime and criminal behavior from the perspectives of sociology, psychology, economics, biology, and law. Emphasis will be placed on contemporary theories and the analysis of evidence supportive of various theoretical positions.

**506 Advanced Leadership and Management (3)** This course offers graduate students insight and understanding into the strategies and skills necessary to become outstanding supervisors and leaders. The course content provides students an opportunity to develop personally and professionally through exploration of theory, application of theory to practice, and skill development related to leadership concepts. Students will practice skill sets in a classroom setting and receive immediate feedback, allowing for discussion.

**507 Justice and Professional Ethics (3)** This course is designed to identify and examine ethical issues among practitioners and students in the criminal justice field. Such issues include the discretionary power of arrest, the use of deadly force, the decision to prosecute, participation in plea bargaining, representation of the guilty, and the imposition of punishment.

**508 Research Design and Analysis (3)** This course is intended to introduce the graduate student to the process of social research. It discusses research concepts such as problem identification, data collection, data analysis, hypothesis testing, and the development of conclusions and recommendations.

**509 Criminal Jurisprudence (3)** This course examines the complex concepts and principles of criminal law and procedure. The foundations of these disciplines will be initially reviewed, followed by a more comprehensive and incisive analysis and investigation of the difficult issues which have evolved through decisions of the United States Supreme Court. Supreme Court jurisprudence is

examined and contrasted with the jurisprudence of the Pennsylvania courts.

**515 Crime Mapping and Analysis (3)** This course examines the process of electronically mapping crime distribution and other spatially defined data with a focus on crime analysis and social service information over time regarding the relevant demographic and social environment. The goal is to teach law enforcement and related social service personnel how to create, manage, map, and analyze data within the spatial context of the relevant community.

**522 Corporate and Financial Crime (3)** This course facilitates the study of complex and significant areas of economic crime, better known as "white-collar crime." Examples of these types of crimes include insider trading, fraud against the government, corruption of public funds by elected or appointed officials, bid rigging, and unethical industry practices such as "off-labeling" of pharmaceuticals. Basic statutory laws, including the Sherman Anti-Trust Act, will be reviewed.

**524 Juvenile Law (3)** This course will bring together the leading cases that have reached the Supreme Court, as well as other important federal and state court decisions relating to the juvenile justice process.

**525 Restorative Justice (3)** This course examines the use of restorative justice in the criminal justice system and its impact on the victim and victim's family, offender, and community at the adult and juvenile level. The history and philosophy of punishment will be explored, as well as a critique and overview of contemporary models of restorative justice.

**526 Contemporary Issues in Law Enforcement (3)** This course examines current policing strategies and political issues that have developed as a result of those strategies. It also will explore the future of policing in America and will present several interdisciplinary approaches to new theoretical perspectives.

**528 Advances in Law Enforcement Technology (3)** This course will present, identify, and discuss major trends and cutting-edge initiatives in law enforcement technology, as well as address the latest technology in the lab and in the field. Potential problems with new technologies will be examined, including constitutional issues, public policy implications, and difficulties of implementation.

**530 Advanced Interviewing Skills for the Criminal Justice Professional (3)** This course describes, explains, and teaches the techniques used by experienced interviewers based upon the sciences of human communication and interaction. The course defines the more clinical interview by mental health professionals and distinguishes it from the investigative interview as an analytical crime-solving tool.

**545 Criminal Profiling (3)** This course explains the art and science of criminal profiling used as an investigative technique to identify offenders' demographic, personality, and behavioral characteristics. The course defines the differences between clinical profiling by mental health professionals and profiling as an analytical investigative tool.

**546 Addiction (3)** This course explores the history and extent of alcohol and other drugs of abuse and the relationship to crime. The current criminal justice response will be analyzed, as will past efforts at crime control. This course will provide students with the factual, theoretical, and philosophical information necessary to understand the multifaceted dimensions of drug abuse and addiction, as well as a rational approach to address the problem.

**555 Topical Seminar in Criminal Justice (3)** This course will provide an intensive examination of a selected area of study in the field of criminal justice. Topics will be announced at the time of offering. This course may be taken more than once when different topics are presented.

**560 Applied Legal Studies (3)** This course presumes a sophisticated working knowledge of criminal law and procedure (successful completion of CRJ 509). The course will examine selected factual accounts of criminal law and process. Through critical examination and analysis of these cases, the student will be able to understand the practical realities of the criminal justice system, and to compare theory and philosophy with practice.

**565 Victimology: Theory, Research, and Practice (3)** This course analyzes historical and contemporary issues in victimology and victim services. The course covers the historical and modern-day roles of victims in criminal justice, victimization trends and patterns, theories of victimization, current research findings related to crime victims, legal rights of victims, and available victim services.

**566 Contemporary Issues in Corrections (3)** This course analyzes contemporary issues regarding corrections. Such issues will include the privatization of corrections, diversion, restorative justice, treatment of the mentally ill, sentencing disparity, the politics of corrections, the incarceration of youth, the death penalty, prison overcrowding, inmate rights, the media and corrections, and the use of technology in corrections.

**570 Gender, Crime, and Justice (3)** This course examines the impact gender has on the criminal justice system by exploring of the victimization of women and the culture that supports it. It will also address the unique issues of women as criminals, as prisoners, and as workers in the criminal justice system.

**575 Bioterrorism, Bio-crises, and Public Health (3)** This course addresses the protection of the public's health and that of workers, such as first responders, from biological agents that cause disease and/or death. Students will learn scientific concepts, issues, and techniques currently used in disaster mitigation, and response for bio-crises such as disease outbreaks, epidemics, and pandemics, as well as bioterrorism emergencies. Students will synthesize this information to effectively evaluate, communicate, and reduce risk. Students will manage scenarios to enhance leadership skills. As available, a service-learning research project will be incorporated.

**580 Cyber Crime (3)** This course addresses the evolution of criminal activity using Internet technology. Areas of study will include cyber terrorism, cyber stalking, espionage, information warfare, electronic fraud, phishing, systems interference, and other virtual crimes.

**582 Controversial Criminal Jurisprudence (3)** This course presumes a sophisticated working knowledge of criminal law and procedure (successful completion of CRJ 509). It provides an in-depth analysis of the Supreme Court's historical and contemporary approach to the most controversial issues of criminal law and procedure. The perspectives and arguments will be examined through the study and analysis of U.S. Supreme Court cases.

**590 Practicum (1-6)** A field experience (internship) program for preservice students only.

**599 Independent Studies in Criminal Justice (1-3)** This course will entail research projects, reports, and readings in criminal justice. Approval of the department chairperson is required.

**600 Proseminar (3)** This course will entail completing a capstone project. The project will involve conducting an empirical research study and presenting the findings verbally as well as in a scholarly paper. PREREQ: CRJ 508.

**610 Thesis (3)** Bound and shelved in the library, the thesis represents the student's ability to plan, organize, and direct a research effort designed to discover, develop, or verify knowledge. Students must have a B or better in PSY 501 or PSY 502. Only for those students taking the thesis track.



## Early Childhood and Special Education— See Early and Middle Grades Education or Special Education

## Elementary Education—See Early and Middle Grades Education

### Early and Middle Grades Education (Early Childhood and Elementary Education Programs)

106B Recitation Hall  
West Chester University  
West Chester, PA 19383  
610-436-2944  
Dr. Leaman, *Chairperson*  
Dr. DiLucchio, *Graduate Coordinator*

#### PROFESSORS

Lynda Baloché, Ed.D., *Temple University*  
Gail Bollin, Ph.D., *University of Delaware*  
David F. Brown, Ed.D., *University of Tennessee*  
Wei Wei Cai, Ed.D., *Indiana University of Pennsylvania*  
Martha Drobnak, Ed.D., *Nova University*  
Catherine M. Prudhoe, Ph.D., *University of Delaware*

#### ASSOCIATE PROFESSORS

Michael Bell, Ph.D., *University of Texas at Austin*  
Connie DiLucchio, Ed.D., *University of Pennsylvania*  
Sara Lamb Kistler, Ph.D., *University of Delaware*  
Heather Leaman, Ph.D., *Pennsylvania State University*  
Donna Sanderson, Ed.D., *University of Pennsylvania*  
Frances Slostad, Ed.D., *Immaculata University*  
Sally Winterton, Ed.D., *University of Pennsylvania*

#### ASSISTANT PROFESSORS

Karen Everett, Ph.D., *University of Albany*  
Linda Hanna, Ed.D., *Immaculata University*  
Lisa J. Lucas, Ed.D., *Immaculata University*  
Katherine Norris, Ed.D., *Temple University*  
Vicky M. Patton, Ph.D., *Temple University*

#### Programs of Study in Early Childhood Education

The Department of Early and Middle Grades Education offers programs leading to the master of education in early childhood education, as well as one leading to certification in early childhood education.

THE MASTER OF EDUCATION PROGRAM ALONE DOES NOT LEAD TO LEVEL I CERTIFICATION.

#### MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION

##### Admission Requirements for Certified Teachers Seeking the M.Ed. in Early Childhood Education

1. Undergraduate degree from an accredited college or university
2. An undergraduate GPA of at least 3.0 on a 4.0 scale (If applicant possesses a master's degree, the GPA requirement applies to that degree.)
3. Pennsylvania Instructional I Certificate or its equivalent
4. Evidence of course work in special education/inclusion. Students without this evidence will be required to complete an additional course during their M.Ed. program.

##### Admission Requirements for Individuals Seeking the M.Ed. in Early Childhood Education But Not Certification

These requirements apply to those individuals who do not hold a current teacher certification/license and do not wish to become certified in early childhood education. These individuals are pursuing the master's degree only.

1. Undergraduate degree from an accredited college or university

2. An undergraduate GPA of at least 3.0 on a 4.0 scale (If applicant possesses a master's degree, the GPA requirement applies to that degree.)
3. Evidence of course work in special education/inclusion. Students without this evidence will be required to complete an additional course during their M.Ed. program.

#### Degree Candidacy

Students must apply for candidacy after the completion of 15 credits. Courses required during precandidacy are ECE 502 and ECE 503. Students must maintain an overall GPA of at least 3.0 during candidacy. Admission to degree candidacy does not guarantee the automatic awarding of a degree upon completion.

#### Curriculum

	36 semester hours
<b>I. Early childhood education core</b>	24 semester hours
ECE 502, 503, 504, 505, 506, 507, 508, and 509	
<b>II. Supporting courses</b>	6 semester hours
EDR 526 and EDT 500	
<b>III. Elective courses</b>	6 semester hours
Selected under advisement	

#### POST-BACCALAUREATE CERTIFICATION IN EARLY CHILDHOOD EDUCATION

##### Admission Requirements

The applicant must have the following:

1. A baccalaureate degree from a regionally accredited college or university
2. An undergraduate GPA of at least 3.0 on a 4.0 scale (If applicant possesses a master's degree, the GPA requirement applies to that degree.)
3. Passing scores, as established by the Pennsylvania Department of Education, on PPST reading, mathematics, and writing examinations. (Students may be admitted provisionally without these tests, but they must be completed within the first semester of study.)
4. Six credits of college-level mathematics, three credits of college-level English composition, and three credits of literature taught in English. If students do not meet these requirements, they must take these courses as additions to their programs of study.

##### Formal Admission to Teacher Certification Program

Students must do the following:

1. Meet the above program entry requirements
2. File a form in the Certification Office

Candidates must show evidence that they completed the required ETS Praxis I and II tests to student teach. They must pass all Praxis tests to become program completers and qualify for Pennsylvania certification. See the department for current requirements.

##### Certification Requirements

For certification, students must have the following:

1. Successful completion of the program of study
2. An overall GPA of 3.0
3. Six credits of college-level mathematics
4. Three credits in college-level English and three credits in college-level literature
5. Passing scores on all pertinent Praxis PPST examinations



## Certification Process

**Students must apply for certification.** Application forms for, and information about, certification are available from the Certification Office in the College of Education which is located in Recitation Hall. This office provides information on Pennsylvania certification regulations and assists students seeking information on certifications in other states.

The State Board of Education adopted changes that affect all of Pennsylvania's teacher certification programs by adding nine credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or equivalent combination to meet the instructional needs of English language learners. Additional program requirements are being developed and incorporated into the certification programs to comply with new regulations that become effective January 1, 2011.

The State Board of Education also adopted changes specific to early childhood, elementary (K-6), and special education. New certification guidelines will apply after August 31, 2013 regardless of a candidate's enrollment date. Candidates seeking current certifications must complete their program by August 2013, including all certification requirements.

<b>Curriculum</b>	45 semester hours
<b>I. Professional education core</b>	21 semester hours
EDF 589, EDP 550, EDT 500, and 12 credits of student teaching (ECE 410/411)	
<b>II. Early childhood education core</b>	12 semester hours
ECE 502, 503, 505, and 506	
<b>III. Supporting courses</b>	12 semester hours
EDA 511, EDR 510 and 526, MAT 553	

## CERTIFICATION AND M.ED. IN EARLY CHILDHOOD EDUCATION

<b>Curriculum</b>	57 semester hours
Requires all 45 semester hours listed above plus ECE 504, 507, 508, and 509 (12 semester hours)	

### Programs of Study in Elementary Education

The Department of Early and Middle Grades Education offers graduate programs in the following: a post-baccalaureate certification program in elementary education; a master of education in applied studies in teaching and learning; and a certificate of advanced graduate study. Courses are available to teachers desiring Level II Pennsylvania elementary certification, Act 48 credits, or professional growth.

On June 1, 1987, the Pennsylvania State Board of Education implemented revisions to the Pennsylvania School Code. These revisions require all students who apply for Pennsylvania teaching certificates to pass competency tests in basic skills, general knowledge, professional knowledge, and specific knowledge of the subjects in which they seek teacher certification. Students also must demonstrate that they have met the requirement for computer literacy.

**As changes are made in requirements for elementary certification, it is the student's responsibility to satisfy the new requirements.**

The State Board of Education adopted changes that affect all of Pennsylvania's teacher certification programs by adding nine credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or equivalent combination to meet the instructional needs of English language learners. Additional program requirements will be developed and incorporated into the certification programs to comply with new regulations that become effective January 1, 2011.

The State Board of Education also adopted changes specific to early childhood, elementary (K-6), and special education. New certification guidelines will apply after August 31, 2013 regardless of a candi-

date's enrollment date. Candidates seeking current certifications must complete their program by August 2013, including all certification requirements.

After the student's application has been submitted to West Chester University's Office of Graduate Studies and Extended Education and appropriate transcripts have been received, the student will be mailed information regarding the program and advisement.

## Level I Post-Baccalaureate Teacher Certification Program – Elementary Education (for students completing the program by August 2013)

This program is designed for students who did not major in elementary education as an undergraduate. The program consists of a coherent group of courses and field experiences that are designed to help students attain the competencies required by the Pennsylvania Department of Education (PDE) for Level I certification. Successful completion of the program qualifies one for the K-6 Pennsylvania Instructional I certification.

Once a student is accepted into the certification program, his/her transcripts are evaluated by the graduate coordinator to determine what course work would be required to complete certification requirements. The student is sent a checklist of courses required for the completion of his/her individual certification program in his/her acceptance letter from the department.

### Certification Information

#### Pennsylvania Certification Requirements

Any person seeking an Instructional I Certificate in the Commonwealth of Pennsylvania must achieve the scores established as passing by the Pennsylvania Department of Education on the Praxis PPST 10710: Reading, 10730; Math, 20720; Writing (taken as part of admission to the program and formal admission to teacher education process); Praxis 30511: Fundamental Subjects: Content Knowledge (to be taken and passed prior to admission to the program); and Praxis 10011 Elementary Education: Curriculum, Instruction, and Assessment (to be taken prior to student teaching and passed for certification).

### Certification Process

**Students must apply for certification.** Application forms for, and information about, certification are available from the Certification Office in the College of Education which is located in Recitation Hall. This office provides information on Pennsylvania certification regulations and assists students seeking information on certifications in other states.

### Admission Requirements

1. Applicants are expected to have an undergraduate degree from an accredited college or university.
2. A minimum undergraduate GPA of 3.0 on a 4.0 scale is required. If an applicant possesses a master's degree, the GPA requirement applies to that degree.
3. Applicants must have earned three credits in college-level English composition, three credits in English literature, and six credits in college-level mathematics.
4. Applicants must submit passing scores (as defined by PDE) on the Praxis I: Pre-Professional Skills Tests (PPST), and Fundamental Subjects: Content Knowledge.
5. Applicants must submit a completed and signed "Approved Program of Study" form to be filed in the Teacher Certification Office.
6. Applicants must submit two letters of professional reference.

Students must successfully complete the curriculum, obtain passing scores on the state-mandated Praxis II test (currently Elementary Education: Curriculum, Instruction, and Assessment) plus any additional state-mandated requirements.

They also must achieve an overall minimum GPA of 3.0.



Students applying for the certification program should be aware that a limited number of spaces are available in the program. Some students who meet the minimum requirements may not be admitted due to this space limitation.

To maintain active graduate status, students enrolled in the initial elementary education teaching certification program are required to maintain continuous enrollment in the graduate program by registering for GSR 799 during any semesters they do not register for courses. If students register for undergraduate courses only during any semester, they must also register for GSR 799 to maintain active graduate status. GSR 799 is not a course and, therefore, does not incur any cost to students.

Refer also to "Formal Admission to Teacher Education for Certification" under "Academic Information and Requirements."

## Certification Requirements

**Curriculum** minimum 54 semester hours

- I. **Group one** (to be completed during first 18 hours)  
EDE 551, EDF 510 or 589; EDP 550 and 531,  
EDE 526 (early field experience)
- II. **Group two**  
Students may enroll in group two courses upon completion of early field experience and at least six additional credits of courses in group one.  
EDA 511; EDE 533, 544; EDR 509, 510, and 515; EDT 500;  
MTE 553; SCE 595
- III. **Group three**  
Students may enroll in group three upon completion of all other course work.  
EDE 410-411 (student teaching)

Credit summary: Without considering analysis of undergraduate and/or transfer courses for equivalency, students complete 54 semester hours for certification.

For the post-baccalaureate program, students must take the Praxis II Curriculum Instruction and Assessment Examination before admission to student teaching and pass the Praxis II CIA examination as a means of completing the teacher education program. (Post-baccalaureate applicants must submit passing scores on the Praxis II Fundamental Subjects: Content Knowledge as an admission requirement.)

## MASTER OF EDUCATION IN APPLIED STUDIES IN TEACHING AND LEARNING

The master's degree in applied studies in teaching and learning gives experienced educators an opportunity to advance the knowledge and skills needed to be teacher-leaders within their profession. This program recognizes the value of experience; it has been developed to strengthen and deepen the practice of educators through course work designed to emphasize reflection, collaboration, and classroom-based inquiry.

This 36-credit program includes an 18-credit core requirement, a 12-credit area of focused inquiry, the development of a professional portfolio, and a six-credit, classroom-based inquiry project.

### Admission Requirements

1. Applicants for the degree program are expected to have an undergraduate degree from an accredited college or university, Pennsylvania Level 1 Teaching Certification or its equivalent, and evidence of study in special education and/or inclusion (students without this evidence will be required to complete such a course during their M.Ed.).
2. Applicants must have one year of full-time, satisfactory K-12 teaching experience in public or private schools. (All other cases will be considered by the department on an individual basis.)
3. An undergraduate GPA of 3.0 on a 4.0 scale is also required. (If an applicant possesses a master's degree, the GPA requirement applies to that degree.)

## Degree Requirements

1. Satisfactory completion of the curriculum as given below. Both the selection and the sequence of courses should be determined in consultation with an appointed adviser. Workshop credits (EDE 580-589) are not permitted. Up to six credits of "Special Topics" courses (EDE 591-593), within an area of focused inquiry, may be counted towards the degree.
2. A cumulative GPA of at least 3.0.
3. Development of a professional portfolio. (The portfolio will be formally evaluated during EDE 571.)
4. Completion of a classroom-based inquiry project in EDE 611.

### Curriculum

- |   |                   |
|---|-------------------|
| <b>I. Initial courses</b>   | 36 semester hours |
| EDE 532 and 554 (to be taken during first 15 hours of study)  | 6 semester hours  |
| <b>II. Intermediate courses</b>   | 9 semester hours  |
| EDE 556, EDF 583, and EDR 535   |                   |
| <b>III. Area of focused inquiry</b>   | 12 semester hours |
| Students are to complete a 12-credit area of focused inquiry; students should confer with the assigned adviser to determine an appropriate and desirable area of focused inquiry.   |                   |
| Areas currently include the following:  |                   |
| <ul style="list-style-type: none"> <li>• Culturally responsive education</li> <li>• Inclusion/special education</li> <li>• Literacy</li> <li>• Technology</li> <li>• Teaching English as a second language</li> <li>• 3E Institute: Entrepreneurial Educator</li> <li>• Autism Spectrum Disorder</li> <li>• Open area: Students are encouraged to propose their own focus areas based on personal interests and needs and available graduate-level offerings at West Chester University. These areas would be developed with faculty in the student's area of interest and approved by the early and middle grades graduate coordinator. Workshop credits may not be used to satisfy requirements for the area of focused inquiry.</li> </ul> |                   |
| <b>IV. Culminating courses</b>  | 9 semester hours  |
| EDE 571 and 611   |                   |

## Certificate of Advanced Graduate Study

The certificate of advanced graduate study (CAGS) is designed for students who already possess a master's degree and who want to expand their knowledge in a given area, or to broaden it to include other areas. Such students normally do not wish to undertake a doctoral program but, at the same time, prefer the guidance and structure offered by a program such as the CAGS.

### Admission Requirements

A student who wishes to pursue the CAGS must:

1. Possess a master's degree from an accredited institution.
2. Have attained a minimum grade point average (GPA) of 3.0 in a master's degree program.
3. Present two professional letters of recommendation.
4. Acceptance for study toward the CAGS will be determined by the faculty of the Department of Early and Middle Grades Education. However, prior to formal admission to the program, the student is required to develop a proposed plan of study with the supervising committee (consisting of the major adviser and one additional member) that has been appointed by the department chairperson or a designee.

### Program of Study

A minimum of 30 semester hours earned beyond the master's degree is required. Students accepted into the program will pursue a plan of study to meet their individual needs. Plans will be developed with the major advisor and be approved by the student's supervising committee. Previous course work taken will be considered in the development of the student's program. Also, the suggested program will be presented



to the departmental graduate committee for approval. Course work may be arranged as follows:

- |   |                      |
|---|----------------------|
| <b>I. Area of specialization</b>  | 18-24 semester hours |
| (Examples: early childhood education, elementary education - general, language arts, mathematics, reading, science, social studies, gifted education) |                      |
| Programs will be individually tailored for each student by an adviser.  |                      |
| <b>II. Course work in complementary areas</b>   | 0-6 semester hours   |
| <b>III. Seminar in research</b>   | 3 semester hours     |
| <b>IV. Research report</b>  | 3 semester hours     |

### Transfer Credits

A maximum of six hours of approved transfer credit earned after the master's degree may be applied to the proposed program if the courses complement the area of specialization and if the credits were earned

within a period of three years before entering this program.

### Certificate of Approval

Successful completion of the program requires that the student:

1. Achieves a minimum GPA of 3.25 in all course work in the area of specialization and a minimum GPA of 3.0 in all course work taken outside the College of Education.
2. Successfully passes an oral examination in the area of specialization as well as completes a research report. All requirements, including the research report, must be completed before the student will be allowed to take the oral examination.
3. Meets all program requirements.
4. Completes the program within six years following the date of the first enrollment.

## COURSE DESCRIPTIONS

### EARLY CHILDHOOD EDUCATION

Symbol: ECE

**502 Advanced Child Development: Prebirth-Eight Years (3)** Covers development of children prebirth through age eight. A review of historical and contemporary theories of development, as well as emerging research, is included.

**503 Foundations of Early Childhood Education (3)** The content of this graduate course focuses on critically examining the historical, philosophical, and sociocultural foundations of early childhood education, as well as contemporary issues in the field.

**504 Play as a Learning Medium (3)** This course focuses on the significance of play in human development and learning, analysis of play environments, and their contexts.

**505 Families, Communities, and Education in a Multicultural Society (3)** This graduate course focuses on important contexts in which young children develop. The educator's role in relation to family cultures and communities will be analyzed.

**506 Curriculum and Assessment I: Birth Through Age Eight (3)** This course focuses on curriculum development and assessment in early childhood education from historical, national, and cultural perspectives.

**507 Curriculum and Assessment II: Birth Through Age Eight (3)** This course builds on and expands curriculum and assessment knowledge in early childhood education. The course covers learning contexts, unit planning, family involvement, and classroom management. PREREQ: EDC 506.

**508 Advocacy and Leadership in Early Childhood Education (3)** Personal service, leadership, and advocacy on behalf of children, families, and communities will be highlighted. Students will develop an action research proposal as a requirement of this course.

**509 The Early Childhood Professional as Researcher (3)** Students in this course will conduct "teacher as researcher" activities focused on early childhood education contexts. This course serves as the capstone for the master's degree in early childhood education. PREREQ: EDC 508.

**598 Workshop in Early Childhood Education (3)** Symbol: EDE

**503 Contemporary Influences in Early Childhood Education (3)** Current factors that affect the educational needs of young children and classroom practices reflecting those influences.

### ELEMENTARY EDUCATION

Symbol: EDE

**509 Writing Development and Instruction (3)**

Strategies for teaching the language arts. Methods, materials, and resources for organizing creative programs in school settings. This course is crosslisted as EDR 509.

**526 Professional Dimensions of Teaching and Learning (3)** An introduction to the dimensions of teaching and learning in the context of the culturally responsive, elementary classroom. Observations and supervised experiences in field-based settings are required.

**530 Social Studies in Elementary Education (3)** Interdisciplinary and multicultural strategies for developing concepts, skills, and values in the social studies program.

**532 Teaching and Learning: Linking Theory to Practice (3)** This course is intended to help teachers connect knowledge of curriculum design and learning theory with the development of culturally responsive curriculum and effective classroom practice.

**533 Social Studies and Health Education in the Elementary School (3)** An interdisciplinary overview of the content, context, purpose, and strategies for teaching history, geography, the social sciences, and health education in the elementary classroom. National, state, and local standards are used as frameworks for exploration.

**543 Creative Expression in the Elementary School (3)** Theories and techniques to promote creative thinking and enhance children's creative potential in all areas of the school curriculum.

**544 Integrating Creativity and the Arts Across the Curriculum (3)** An examination of creativity theory and the arts disciplines, with emphases on the purposes and processes of integrating arts skills and knowledge across the elementary curriculum.

**548 Curriculum Theory and Trends in Elementary Education (3)** Theoretical frameworks of elementary school curricula, curriculum development, and change. To be taken after 15 hours of course work.

**549 Theory and Trends in the Language Arts (3)** Analysis and evaluation of language arts programs, including reading in the modern elementary school. PREREQ: EDE 548. This course is crosslisted as EDR 549.

**551 Child and Adolescent Behavior I (3)** A survey of characteristic development and behavior of children between 5 and 13 years of age, situated within theories of human development with emphasis on application to classroom settings. Open to elementary education majors only.

**552 The Middle School Child (3)** Development, behavior, and specific needs during late childhood and early adolescence (10-15 years); applies to working with children in the middle school. PREREQ: Recent course in child/human development.

**553 Child and Adolescent Behavior II (3)** Review of principles of growth and development. Theories of personality development; clues to identifying children with problems; therapies applicable to elementary and adolescent school children. Case study may be required. PREREQ: A recent course in child development and completion of 15 hours of course work.

**554 The Reflective Teacher: Examining Cultural Paradigms in the Contemporary Classroom (3)** An investigation of the origins of popular, personal, and theoretical constructions of teaching and learning processes and how these constructions influence contemporary practice.

**555 The Classroom as Content and Context for Learning (3)** Exploration and application of models and theories to facilitate analysis of the classroom with emphases on the complex intra- and interpersonal processes that determine the personal, social, and ecological contexts for learning.

**556 Human Development (3)** Study of cross-culturally evolving perspectives on healthy developmental processes in children and adults. Application of findings to interaction between teachers and learners within the contexts of family, school, and community. PREREQ: EDE 554.

**557 The Foundations of Cooperative Learning (3)** Exploration of various theories, models, and strategies for cooperative learning, with the goal of systematic implementation into all areas of the school curriculum.

**560 Culturally Responsive Education (3)** This course is designed to help educators address issues related to diversity in the classroom. Students will explore their own cultural self identity and the importance of valuing multiple perspectives in preparing and implementing instruction.

**562 Integrating Thinking Skills into the Curriculum (3)** Provides the rationale and theory base for including thinking skills in instructional strategies. Opportunities to apply thinking strategies to curricula are provided through models of teaching.

**563 Teacher as Leader (3)** This course will provide students with an opportunity to study further their own role in change processes through an examination of teacher leadership.

**565 Effective Classroom Management (3)** Dynamics of interpersonal relations in planning and facilitating classroom instruction.

**570 Supervision in the Elementary School (3)** Concepts and practices in supervision of teachers, student teachers, and aides. PREREQ: Course work in elementary education and child development.

**571 Educational Change: A Systemic View (3)** Exploration of theories and models of educational change, with emphases on systems thinking and the



central role of the teacher in the change process.  
PREREQ: EDE 532, 554, 556; EDF 583; EDR 535.

**580-589 Workshops in Elementary Education (1-6)** Additional course numbers will be assigned as new areas of study are announced. Credits vary. The series currently includes the following:

**580 Workshop in Elementary Education**

**583 Workshop in Creativity**

**585 Workshop in Language Arts**

**586 Workshop in Curriculum Enrichment**

**588 Workshop in Gifted and Talented**

**589 Workshop in Humanizing Teaching and Learning**

**590 Independent Study (1)** Enrollment by permission only; number of credits determined by instructor.

**591-593 Special Topics (1-3)**

**598 Workshop in Elementary Education (3)**

**600 Research Report (1-2)**

**605 Educational Leadership and Change Theory**

(3) This course examines the purpose and process of literacy coaching through the perspectives of teachers as leaders, change agents, and collaborators.

The course regards change as both a focus of inquiry and of action.

**610 Thesis (4-6)**

**611 Teacher as Classroom Researcher (6)** This course explores the role of classroom research in the professional life of the teacher. With the goal of informing personal practice and collegial discourse, participants review existing literature, design and carry out an investigation in their own setting, and report results to professional colleagues. PREREQ: EDE 532, 554, 556, 571; EDF 583; and EDR 535.

## Earth Science — See Geology and Astronomy

## Economics — See Business

## English

541/531 Main Hall

West Chester University

West Chester, PA 19383

610-436-2745/436-2822

Dr. Herzog, *Chairperson*

Dr. Sorisio, *Graduate Coordinator*

Dr. Bacon, *Assistant Chairperson*

### PROFESSORS

Andrea Fishman, Ph.D., *University of Pennsylvania*

Robert P. Fletcher, Ph.D., *University of California, Los Angeles*

Paul D. Green, Ph.D., *Harvard University*

Anne F. Herzog, Ph.D., *Rutgers University*

Jane E. Jeffrey, Ph.D., *Iowa University*

William Lalicker, Ph.D., *University of Washington*

Paul L. Maltby, Ph.D., *Sussex University*

Garrett Molholt, Ph.D., *University of Wisconsin*

Kostas Myrsiades, Ph.D., *Indiana University*

Linda Myrsiades, Ph.D., *Indiana University*

Michael A. Peich, M.A., *University of Pennsylvania*

Geetha Ramanathan, Ph.D., *University of Illinois*

Judith Scheffler, Ph.D., *University of Pennsylvania*

C. James Trotman, Ed.D., *Columbia University*

Carla Verderame, Ph.D., *University of Michigan*

Cheryl L. Wanko, Ph.D., *Pennsylvania State University*

### ASSOCIATE PROFESSORS

Hannah Ashley, Ph.D., *Temple University*

Christian K. Awuyah, Ph.D., *University of Alberta*

Jen Bacon, Ph.D., *Rensselaer Polytechnic Institute*

Mary Buckelew, Ph.D., *University of New Mexico*

Juanita R. Comfort, Ph.D., *Ohio State University*

Margaret Ervin, Ph.D., *University at Albany, State University of New York*

Karen Fitts, Ph.D., *Texas Christian University*

Dennis Godfrey, Ph.D., *University of Michigan*

Deidre A. Johnson, Ph.D., *University of Minnesota*

Seth Kahn, Ph.D., *Syracuse University*

Rodney Mader, Ph.D., *Temple University*

Merry Perry, Ph.D., *University of South Florida*

Cherise Pollard, Ph.D., *University of Pittsburgh*

Timothy Ray, Ph.D., *Bowling Green State University*

Eleanor Shevlin, Ph.D., *University of Maryland*

Luanne Smith, M.F.A., *Pennsylvania State University*

Carolyn Sorisio, Ph.D., *Temple University*

Christopher J. Teutsch, Ph.D., *University of Wisconsin-Milwaukee*

Victoria Tischio, Ph.D., *University at Albany, State University of New York*

K. Hyoejin Yoon, Ph.D., *University at Albany, State University of New York*

### ASSISTANT PROFESSORS

Charles Bauerlein, M.A., *Pennsylvania State University*

Lynne Cook, Ph.D., *Rensselaer Polytechnic Institute*

Ayan Gangopadhyay, *University of California, Los Angeles*

Gabrielle Halko, Ph.D., *Western Michigan University*

John Hanson, Ph.D., *Florida State University*

Laura Renzi Keener, Ph.D., *Ohio State University*

Graham MacPhee, Ph.D., *University of Sussex (England)*

Elizabeth Nollen, Ph.D., *Indiana University*

Patricia A. Pflieger, Ph.D., *University of Minnesota*

Andrew Sargent, Ph.D., *University of California, Los Angeles*

Jeffrey Sommers, Ph.D., *New York University*

Kuhio Walters, Ph.D., *University of New Hampshire*

### Program of Study

The M.A. in English offers two tracks: one in literature, the other in writing, teaching, and criticism. In each track, students may choose between thesis and nonthesis options. In the thesis option of the literature track, a concentration in creative writing is available.

The master of arts in English helps students attain a number of goals. It offers opportunities for the study of language, literature, rhetoric and composition, pedagogy, creative writing, and literary and cultural critical theory. The diverse and comprehensive selection of courses cultivates scholarly knowledge and enhances cultural literacy in an atmosphere that engages students intellectually and creatively. The program prepares students to enroll in advanced graduate programs (for the Ph.D. in literature or composition and rhetoric, for example), to teach literature or writing in secondary schools or two-year colleges, and to enter a range of other professions in which writing expertise and analytical thinking are valued.

The Department of English also participates in an interdisciplinary program leading to the master of arts in teaching English as a second language. (See the section "Teaching English as a Second Language," page 104.) In addition, the Department of English welcomes students who wish to take courses for professional growth and provides assistance and advice to postbaccalaureate students wishing to acquire secondary teaching certification in English.

### Admission Requirements

The applicant to the M.A. program in English must (1) meet the general requirements for admission to degree study at West Chester



University; (2) submit a 5-6 page writing sample on a subject related to the study of English; (3) satisfy other departmental admission requirements established in consultation with the graduate coordinator; (4) take additional graduate and/or undergraduate courses when considered necessary. Normally, applicants who do not have a strong undergraduate record in English literature may be expected to take additional courses for full admission into the M.A. program in English.

The applicant seeking secondary English certification only must apply through the Office of Graduate Studies and Extended Education to the Department of Professional and Secondary Education and must have the transcripts evaluated by both the School of Education and the Department of English. The general requirements for admission include items (1) and (2) listed under "Admission Requirements for Degree Students" found at the beginning of the Graduate Catalog.

## MASTER OF ARTS IN ENGLISH

Both a thesis and a nonthesis option are available in both the literature track and the writing, teaching, and criticism track.

### Thesis Option Literature Track 33-36 semester hours

- I. **Required** 9-12 semester hours  
ENG 500 and ENG 501 (or ENG 501 and ENG 504 for the creative writing concentration) are to be taken before the completion of 12 semester hours of graduate credit. (6)  
ENG 620 M.A. Essay (about 40 pages) to be completed at the end of course work under the direction of an adviser selected in consultation with the graduate coordinator. An oral defense of this essay also will be required. (3-6)
- II. **Course selection** 24 semester hours  
In addition to ENG 500 or 504, 501, and 620, all students will take eight courses selected in consultation with the graduate coordinator according to the following plan:
  1. At least one course in British literature before 1660 (3)
  2. At least one course in British or American literature (including African-American) between 1660 and 1900 (3)
  3. At least one course in British or American literature (including African-American) between 1900 and 2000 (3)
  4. At least one course in noncanonical literatures, including comparative literature, women's literature, African-American literature, Native-American literature, and other literatures representing cultural diversity (3)
  5. Four electives (12)

### Creative Writing Concentration 33-36 semester hours (within thesis option)

- I. **Required** 9-12 semester hours  
ENG 501 and ENG 504 (6)  
ENG 620 M.A. Essay is a portfolio of original fiction or poetry. (3-6)
- II. **Course selection** 24 semester hours
  1. Four literature courses chosen from four different areas (12)
  2. Four courses chosen from among poetry and fiction workshops (12)

### Nonthesis Option 36 semester hours

- I. **Required** 6 semester hours  
ENG 500 and ENG 501 are to be taken before the completion of 12 semester hours of graduate credit. (6)
- II. **Course selection** 30 semester hours  
In addition to ENG 500 and 501, all students will select 10 courses in consultation with the graduate coordinator according to the following plan:
  1. At least one course in literature before 1500 (3)
  2. At least one course in literature between 1500 and 1660 (3)
  3. At least one course in literature between 1660 and 1800 (3)
  4. At least one course in British or American literature between 1800 and 1900 (3)
  6. At least one course in British or American literature between

7. 1900 and 2000 (3)
8. Five electives (15)

### Additional requirements

1. At least one course must be taken in American literature (including African-American and Native-American).
2. At least two courses must be in noncanonical topics (that is, material, literature, and culture not traditionally regarded as representing mainstream or "high" culture).

### Writing, Teaching, and Criticism Track 36 semester hours

- I. **Writing: Composition and Rhetoric** 6 semester hours  
Required:  
ENG 506 (3)  
One course from the following composition and rhetoric electives (3)  
ENG 506, 508, 594, 596, 600, 617, 618, 619
- II. **Teaching: Pennsylvania Writing and Literature Project** 6 semester hours  
Required:  
PWP 502 (3)  
One course from the list of three-credit PAWLP courses at the end of the departmental course listings
- III. **Criticism: Literature** 6 semester hours  
Required:  
ENG 501 (3)  
One course from any literature electives from ENG 501 through 573, and 592, 593, and 615
- IV. **Capstone course** 3 semester hours  
ENG 616
- V. **Free electives** 15 semester hours  
These 15 credits may be taken in any of the three main categories, above (I - III), or a student may substitute EDR 505 or EDR 507 (offered by the Department of Literacy) for one of the three-credit elective classes. No more than 12 semester hours (including the six in category II above) may be taken from a list of courses taught by PAWLP master teachers.
- VI. **Additional requirement**  
At least one course in the program must be in noncanonical topics (that is, a course that theorizes issues of race, gender, ethnicity, and/or class).

In each M.A. option/track, one course may be a compatible course taken in another department. For more information concerning graduate work in English, including course listings, see the Handbook for Graduate English Studies and Guidelines for Completing the M.A. Essay, available from the English graduate coordinator.

### Secondary English Certification Option

Some students pursue certification for Pennsylvania teaching after they graduate with bachelor's degrees from West Chester or other universities. The Department of English normally accepts equivalent courses from colleges or universities accredited in the United States or their equivalent from schools in other countries. Students seeking post-baccalaureate certification should consult with the graduate coordinator of the Department of English to see which requirements they have already fulfilled in their undergraduate program and which they need to fulfill to get their teaching certificate. These students should also meet with the graduate coordinator of the Department of English to plan their academic progress and to ensure they are keeping up with requirements, and they should meet with an adviser in the Department of Professional and Secondary Education for information on required education courses. Students pursuing post-baccalaureate certification must meet all requirements for formal admission and student teaching.

The State Board of Education adopted changes that affect all of Pennsylvania's teacher certification programs by adding nine credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or equivalent combination to meet the instructional needs of



English language learners. Although these regulatory changes became effective on September 22, 2007, the Pennsylvania Department of Education has not yet developed final requirements for colleges/universities to follow. Therefore, additional program requirements will be developed and incorporated into the certification programs to comply with new regulations that become effective January 1, 2011.

### Required

Two linguistics courses:

1. ENG 230 (or ENG 230, LIN/LEN 501, 503, 512)
2. ENG 331 (or ENG 575, LIN/LEN 504, 505)

Two advanced methods courses:

3. ENG 390
4. ENG 392

Nine advanced English courses ("advanced" means courses determined to be upper-level undergraduate or graduate courses. At West Chester, the courses that qualify are numbered in the 300s, 400s, 500s, or 600s.)

5. A course in literary theory (e.g., ENG 296 or ENG 501)
6. A course in British literature
7. A course in American literature
8. A course in world literature
9. A course in literature for young adults (e.g., LIT 398, or ENG 593; prereq: literary theory)
10. A course that theorizes teaching (e.g., ENG 506, 595, 596, 600, or 671)
11. A course in reading texts rhetorically ("The Rhetoric[s] of...")
12. A composition and rhetoric elective chosen from among those listed in #6 and #7.
13. An English elective

### Notes:

- Students must attain a GPA of 3.0 to student teach and have a GPA of 3.0 at the conclusion of their program.
- Students should be formally admitted to the teacher certification program and should have taken ENG 230, ENG 331, EDM 300, EDP 351, and EDS 306 before taking the advanced methods courses (ENG 390, ENG 392). "Formal admission" means that students have met the requirements to do advanced study in a teacher education program. To be formally admitted, students must pass all their Praxis I (PPST) tests, earned at least 48 college credits (including three in writing, three in literature, and six in math), attained the required GPA (usually 2.8), and passed the Department of English's test of writing competency. Then they need to apply for formal admission at the College of Education.
- The Department of English's test of writing competency is offered once in the fall and once in the spring. It is the student's responsibility to find out when the test is given and to make arrangements for attendance.
- Students must submit a successful writing portfolio before student teaching.
- Many of these classes are offered during the day and during the fall and spring semesters only, especially the advanced methods courses.
- Students should contact the Department of Professional and Secondary Education to be properly advised about education courses.

For more information concerning secondary English certification for post-baccalaureate students, contact the Department of English graduate coordinator.

## COURSE DESCRIPTIONS ENGLISH

Symbol: ENG

### GENERAL TOPICS AND THEORY

**500 Introduction to the Profession (3)** An introduction to the methods and materials of research used by scholars of English and American literature. An introduction to current issues and debates in the profession and to the history of the profession.

**501 Literary Theory (3)** Study of various methods of literary theory and analysis; the application of these methods to specific works of literature.

**502 History of Criticism (3)** A historical study of literary criticism and aesthetic theory from Plato and Aristotle to the present.

**504 Methods and Materials of Publishing (3)** This course is designed to familiarize graduate students with the history of the book and to provide them with the opportunity to gain practical experience in book production.

**505 Queer Theory (3)** Participants in this course will read some of the major texts in the emergent fields of cultural criticism known as Queer Theory, which draws from various strains of post-structuralism, such as feminism, deconstruction, race studies, and post-colonial and psychoanalytic theory, in order to examine ideas about gender and sexuality as they are represented in many types of cultural products.

**507 Literature Seminar (3)** Variable topics announced each time the course is offered.

### ENGLISH LITERATURE

**517 Beowulf (3)** An analysis of the full poem in Old English. Emphasis on the artistic, linguistic, and historic values. PREREQ: ENG 584 or equivalent.

**518 Chaucer (3)** A study of the *Canterbury Tales* and *Troilus and Criseyde*.

**519 16th-Century Poetry and Prose (3)** A survey of the major poetry and prose written in England during the Tudor period from Skelton to Shakespeare.

**520 Spenser and Milton (3)** The major works of Spenser and Milton studied in relation to the intellectual climate of the Renaissance. Emphasis on *The Faerie Queene* and *Paradise Lost*.

**521 Major Renaissance Writers (3)** An in-depth study of major figures in the Renaissance. Intellectual background and literary influences. Variable topics.

**522 English Drama to 1642 (3)** A survey of English drama (exclusive of Shakespeare) from its medieval beginnings to the closing of the theatres in 1642.

**523 Shakespeare's Sisters (3)** Poetry, prose, and drama by Renaissance women writers. Includes Elizabeth I, Mary Wroth, Elizabeth Cary, Amelia Lanier, Katherine Philips, Bathsua Makin, and others. Topics addressed include women's education, attacks on and defenses of womankind, love poetry by men and women, heroic women, and "a woman's place."

**525 Shakespeare's Tragedies and Histories (3)** Histories and tragedies read with analysis of dramatic and poetic effects.

**526 Shakespeare's Comedies and Poems (3)** The comedies analyzed. The poems read in relation to Shakespeare's developing dramatic and poetic power.

**527 17th-Century Poetry and Prose (3)** An in-depth study of the major poets and prose writers from Donne to Milton.

**529 18th-Century Poetry and Prose (3)** A study of the literature of the era, with emphasis on the cultural context, aesthetic theory, and the evolution

of poetic techniques.

**530 Restoration and 18th-Century Drama (3)** Critical history of the British drama from the re-opening of the theatres to Sheridan. Major playwrights and study of theatre history. **531 18th-Century British Novel (3)** A study of the rise of the novel and its development in the 18th century. Defoe, Richardson, Fielding, Smollett, and Sterne.

**533 Romantic Poetry and Prose (3)** The poetry and prose of the early 19th century with emphasis on the five major poets (Wordsworth, Coleridge, Byron, Shelley, and Keats) and three major essayists (Lamb, Hazlitt, and De Quincey).

**534 Victorian Poetry (3)** A study of Tennyson, Browning, Arnold, Hopkins, Swinburne, and Hardy.

**535 Culture and Society in the 19th Century (3)** A study of Victorian literature against its social and intellectual background.

**536 19th-Century British Novel (3)** The British novel from Scott to Hardy.

**537 20th-Century British Novel (3)** A study of the British novel from 1914 to the present.

**538 20th-Century British Poetry (3)** A comprehensive study of the major British poets from 1890 to the present.

**539 Major 20th-Century Irish Writers (3)** A comprehensive study of significant Irish writers of the 20th century: Yeats, Joyce, O'Casey, Synge, O'Connor, O'Faolain, Beckett, and Shaw.

**540 Joyce and Beckett (3)** Detailed critical analysis of Joyce's *Dubliners*, *A Portrait of the Artist as a Young Man*, *Exiles*, and *Ulysses*; Beckett's drama and novels.

**541 20th-Century Drama (3)** Principal British and American playwrights.

◆ **544 Seminar in English Literature (3)** Topic announced when offered.



**545 Medieval Women's Culture (3)** This course studies writings by medieval women and their contribution to the development of medieval culture.

## AMERICAN LITERATURE

◆ **547 American Literary Movements (3)** Major movements in the development of American literature. Influence of leading writers on literary concepts, trends, and critical dicta. Topics announced when offered.

**548 Early American Literature (3)** Studies in early American literature and culture. For example, "contact zones," spiritual narratives, belle-lettrism, the revolutionary public sphere.

**549 19th-Century American Literature (3)** An investigation of 19th-century literature and its cultural context. For example, Romantic writers and reform movements, realism and reconstruction.

**551 Literature and Culture in 20th-Century America (3)** Variable topics. For example, Naturalism, Realism, Modernism, Post-Modernism, Subaltern Writing.

**552 Twentieth Century Native American Literature (3)** This course investigates the Native American novel and the struggle of Native Americans for self-representation.

**557 Major 20th-Century American Poets (3)** A close study of several major, modern American poets.

**558 20th-Century American Writers (3)** One or more major prose writers and literary movements from 1900 to the present.

**562 Modern African-American Literature (3)** An intensive study in themes and trends in modern African-American literature.

**563 African-American Women Writers in America (3)** Writings from the Colonial period to the present. A survey of the forms of expression used by these writers and the themes of gender, race, and class that challenge and redefine the image of women in an American and African-American context.

◆ **564 Seminar in American Literature (3)** Variable topics announced when offered.

## COMPARATIVE LITERATURE

◆ **565 Comparative Literature Seminar (3)** Studies in international, literary, and/or cultural relations; the characteristics and relationships of literary themes, types, and genres. Topics announced when offered.

**566 Comparative Literature: The Greek Myths (3)** The role of Greek myths and their treatment in Western literature.

**568 20th-Century Women Poets (3)** The study of a significant number of modern women poets from Amy Lowell to Diane Wakoski. Discussion of commentary by women poets about the experience of writing poetry. Although the emphasis is on English and American poets, representatives from other cultures will be included.

**571 Colonialism and the 20th-Century Novel (3)** An examination of the relationship of the colonialist theme and modernist techniques in the novel.

**573 Literature of the Holocaust (3)** The central goals of this course are to help students understand, in some small way, the unimaginable horrors of the Holocaust, and by focusing on a limited number of Holocaust and post-Holocaust texts for critical discussion, to provide a voice for the millions silenced by the Nazis.

## LANGUAGE

**575 Structure of Modern English (3)** A detailed

analysis of the modern descriptive approach to the study of English grammar and how it compares with the traditional approach.

**576 Curriculum and Materials for TESL (3)** Application of second language learning principles for the analysis, development, and implementation of ESL materials, learner assessment instruments, and curriculum.

**577 History of the English Language (3)** Review of the major influences on the development of the English language. PREREQ: LIN 501 or LIN 503.

**578 Modern English (3)** A study of the development of the English language from 1450 to the present (exclusive of American English).

**579 Studies in American English (3)** Historical processes in the development of American and British English. Regional and social dialects of American English. Usage and sociolinguistics.

**580 English Language Workshop (1-4)** Workshop to survey recent developments and newer concepts in English linguistics for teachers. Variable structure and credit by arrangement with individual school districts.

**582 Sociolinguistic Issues in ESL/Second Language Education (3)** Introduction to social, historical, legal, and cultural issues influencing minority communities, schools, and homes. Introduction to issues in bilingual education and language programs for immigrants around the world. Crosslisted as LAN 582. PREREQ: LIN 501.

**583 Second Language Acquisition (SLA) (3)** Introduction to key issues in SLA research and theory. Analysis of SLA studies in connection to second language teaching. Design of original mini-study of second language learning. Crosslisted as LAN 583. PREREQ: LIN 501.

**584 Old English Language and Literature (3)** An introductory study of the language through a reading of selected religious and secular poetry and prose.

**585 Middle English Language and Literature (3)** An introductory study of the language (1150-1450) through a reading of selected texts (exclusive of Chaucer).

◆ **589 Language Seminar (3)** Studies in English language and linguistics. Topics announced when offered. PREREQ: LIN 501 or the equivalent.

◆ **590 Independent Study (1-3)** Research projects, reports, and specialized readings. PREREQ: Approval of instructor and coordinator of English graduate studies.

**612 Assessment of ESL/Second Language Students (3)** Selection, evaluation, adaptation, and creation of assessment instruments for ESL/second language students. Practice administering tests and interpreting results. Overview of issues in assessing second language students. Crosslisted as LAN 612. PREREQ: LIN 501.

**622 The Rhetorics of Masculinities and Men's Studies (3)** This course introduces students to the literature, both theoretical and popular, that examines how males are represented in and socialized by contemporary language and culture. Students read, discuss, and write about a variety of written and visual texts concerning men's experiences and masculine identities, as they relate to both men and women.

**626 Reading and Writing Asian American Women (3)** This course is a study of Asian American women in media and culture. Participants will explore the rhetorics and ideologies of race, gender, sexuality, and class – particularly their discursive nature and social bases – and the inscriptions of Asian American women within and against dominant

stereotypes – including those of the geisha, dragon lady, martial arts mistress, and the model minority – along with the meanings, accommodations, and resistances of the rhetorical figure of the Asian American woman.

## TEACHING SKILLS

**506 Critical Pedagogies and Literacies (3)** This course introduces students to two complementary bodies of literature: critical literacy and critical pedagogy. Students will analyze the educational system's role in maintaining or challenging diverse values, policies, and interests. To do so, students will ask questions about what we teach, how we teach, who we teach, and who we are as teachers: questions designed to frame the educational system socially, politically, and institutionally.

**591 Modern Techniques for the Teaching of English (3)** Techniques of teaching language arts, composition, and literature in the secondary school. Practice in planning and designing units and courses of study. Exploration into the latest research in teaching English.

**592 Literature for the Elementary School (3)** The content and approach of the literature program in the elementary school.

**593 Literature for the Secondary School (3)** An examination of the literary interests of the secondary school student. A discussion of the works of major writers who appeal to the teenage student.

## COMPOSITION AND RHETORIC

◆ **508 Writing Seminar (3)** Experience in nonfiction prose writing; discussion and development of major projects.

**594 Directed Studies in Composition and Rhetoric (3)** Offers students systematic guidance and instruction in a specially formulated project involving scholarly or empirical research in composition.

**595 Teaching Composition (3)** A survey of developments and research in composition. Focus on the writing process, grading and evaluation, case approaches to writing assignments, writing across the curriculum, and remedial and developmental writing.

**596 Composition and Rhetoric (3)** Survey of rhetoric and composition theory. Frequent practice in writing.

**600 Tutoring Composition (3)** Theory and practice of teaching basic writing in the tutoring environment.

**617 Writing Diverse Discourses in the Classroom (3)** This course will take up theories and practices of cultural diversities in written classroom discourses. Reading assignments cover theories of representation and examples of classroom pedagogies and research, all of which offer various ways to think about diversity in the classroom and the rich, varied discourses that develop from it. Individual research and writing projects will utilize ethnographic and teacher research methods to look at issues of diversity in the written discourses of the classroom in which we participate as either teachers or students. Other writing assignments will include memoir and journal writing.

**618 The Autobiographical Presence: Discussing the Writer and the Genre (3)** This course examines the genre of autobiography and its role as contemporary literature. It locates autobiographies and their uses in the writer's own times and lives.

**619 Cultural Studies: Pedagogy and Politics in English (3)** Cultural studies ask us to consider carefully the relationships among people interpreting texts, people producing texts, and the cultural

◆ This course may be taken again for credit.



contexts in which we find texts. This course will introduce students to cultural studies as a framework for the critical interpretation of cultural texts, as a philosophical basis for teaching, and as an object of study in its own right.

## CREATIVE WRITING

◆ **509 Writing Seminar in the Novel I (3)** A course in the writing and preparing of book-length manuscripts (novels, novellas, and "nonfictional" novels) with the intention of submission for publication. Also includes coverage of fictional aspects and techniques used in writing memoirs, biography, and current history.

◆ **510 Writing Seminar in the Novel II (3)** A continuation of ENG 509.

◆ **601 Creative Writing Seminar (3)** A specialized writing seminar. Topics announced when offered. Longer prose works, short story, fantasy/science fiction, narrative verse, lyric/meditative verse, etc. A portfolio is required at the end of the course.

◆ **602 Creative Writing: Directed Studies (3)** A course of individual study for students who have completed two workshops in a single genre. Concentrated work in a special poetry or prose topic.

◆ **605 Poetry Workshop I (3)** Experience in writing various types of poetry: traditional forms, narrative, lyric/meditative, etc. Readings in traditional and contemporary poetry and poetics. A final portfolio required.

◆ **606 Poetry Workshop II (3)** Extended work in poetic forms with additional emphasis on contemporary poetry in translation. A critical paper on contemporary poetry and poetics and a completed portfolio are required.

◆ **608 Short Story Workshop I (3)** Techniques of composing the short story with emphasis on its elements of form: point of view, diction, characterization, and dialogue. Readings in traditional and contemporary criticism and short stories. Completed portfolio of revised works is required.

◆ **609 Short Story Workshop II (3)** Extended work in the short story form with opportunities for exploring more experimental forms of short fiction. Additional readings in short fiction and criticism. A critical paper on a contemporary short story writer is required.

## RESEARCH AND SPECIAL TOPICS

◆ **615 Special Topics (3)** Variable topics, usually interdisciplinary, incorporating issues related to literary fields, genres, historical periods, and theoretical approaches.

◆ **616 Capstone Research Seminar (3)** Research class in which students design independent research projects derived from their prior interests, expertise, and course work in areas of writing, teaching, and criticism. Class includes instruction in research methodologies and collaborative critiquing and workshoping.

## M.A. ESSAY

◆ **620 M.A. Essay (3)** Required final extended paper (about 40 pages) written under the direction of an adviser. Further details available in the Graduate English Studies Handbook. Oral defense required.

## SPECIAL PROGRAM PENNSYLVANIA WRITING AND LITERATURE PROJECT

(A National Writing Project Site)

Symbol: PWP

The courses described below are intended to be taken by teaching professionals who seek to enhance their writing and literature instruction while earning graduate credit. They are part of the English master's degree in writing, teaching, and criticism. They may also be taken by elementary-grade teachers working toward recognition as an English language arts specialist, by middle school teachers working toward their Praxis test in English language arts to meet the requirements of "No Child Left Behind" legislation, and by secondary teachers or elementary teachers who want to earn a certificate in teaching writing and literature.

NOTE: All PWP courses require advisement and permission of the project director or associate director, and the instructor.

◆ **501 The Writing Process (1)** A practical introduction to the writing process approach to teaching writing.

◆ **502 Strategies for Teaching Writing: Teachers as Writers (3)** The best teachers of writing are writers themselves. This basic course helps participants understand the writing process from the inside, providing experience with all phases of the writing process and all teaching strategies that support best-practice instruction. It also encourages practitioners to publish professionally.

◆ **503 Strategies for Teaching Writing II: Writing in the Domains (3)** This course explores the domains of the Pennsylvania PSSA Writing Scoring Guide and provides practical strategies for linking writing process and writing workshop instruction to the PSSA domains and the Pennsylvania standards.

◆ **504 Holistic Assessment of Writing (1)** Theory and practice of rapid and reliable assessment of large numbers of writing samples as used in schools and colleges.

◆ **505 Writing in the Content Areas (1)** Participants will explore ways of motivating students to write about academic areas, design effective assignments, and use writing process methods to improve learning in all subjects. Topics include learning-centered writing, evaluation, and classroom management of writing.

◆ **506 Computers and Writing (Beginning) (1)** Computer applications at all stages of the writing process. Basic awareness, demonstrations, and hands-on experience will be emphasized.

◆ **508 Computers and Writing (3)** This course explores all the technological approaches to writing instruction, including a combination of classroom instruction and online hours. Participants actually take parts of this course online so they can experience this mode of learning themselves.

◆ **510 Writing, Reading, and Talking Across the Curriculum: The Pennsylvania Literacy Framework (3)** This course explores the theory and practical application of Pennsylvania's new language arts curriculum document to improve learning at all

levels in all content areas through writing, reading, and speaking.

◆ **511 Writing Assessment (3)** This course explores large- and small-scale writing assessment strategies, both summative and formative. Topics covered include the Pennsylvania PSSA writing domain approach, holistic assessment, portfolio assessment, responding to writing, and developing writing assessment systems.

◆ **512 Teacher Research Seminar (3)** Participants in this course explore self-selected topics related to literacy learning through a variety of practitioner research strategies, including qualitative methods of data collection and analysis. Special topics sections of this course may also be available.

◆ **513 Pennsylvania Literacy Framework Seminar (3)** Topics of this advanced course in writing, reading, and thinking across the curriculum vary. They may include visualizing words and worlds; reading in the secondary content areas; creativity and literacy or other PLF-related topics.

◆ **515 Workshop in Administering Writing Programs (1)** Creating and maintaining successful writing and language arts programs.

◆ **517 Workshop in Writing Assessment (1)** Different assessment models and their relation to instruction, with information from the Pennsylvania Writing Assessment.

◆ **520 Strategies for Teaching Literature (3)** This course focuses on instructional practices that reflect current theories and approaches to teaching and using all kinds of literature in the classroom, K-12. A special section of this course, strategies for teaching reading in the literature classroom, is available for secondary English teachers only.

◆ **521 Seminar in Teaching Literature (3)** Topics of this course announced as offered.

◆ **522 Seminar in Literature and Curriculum Development (3)** The general section of this seminar focuses on literature available for curriculum development, K-12, and approaches for integrating and teaching that literature. Emphasis on issues of race, gender, ethnicity, class, and censorship. Special topics section of this course available as announced.

◆ **597 Seminar for Master Teachers (6)** Offered only during the summer. Requires special application and interview for admission. Participants develop advanced skills in the teaching of writing, receive training as in-service teacher consultants for the National Writing Project, and become part of the NWP network in Pennsylvania.

◆ **599 Workshop in English (1-6)** Topic varies. Each workshop will focus on specific issues and problems in the teaching of writing or literature and will introduce appropriate instructional materials and techniques.

◆ **520-521 Seminar for Master Teachers of Literature (6)** Requires special application and interview for admission. Participants develop advanced skills in the teaching of literature, receive training as in-service teacher consultants for the National Writing Project, and become part of the NWP network in Pennsylvania. Offered only during the summer.

◆ This course may be taken again for credit.



## Foreign Languages — See Languages and Cultures

### Geography and Planning

103 Ruby Jones Hall  
West Chester University  
West Chester, PA 19383  
610-436-2343  
Fax: 610-436-2889

Web address: [http://www.wcupa.edu/\\_academics/sch\\_sba/u-ge.html](http://www.wcupa.edu/_academics/sch_sba/u-ge.html)  
Dr. Welch, *Chairperson and Graduate Coordinator*  
E-mail: [jwelch@wcupa.edu](mailto:jwelch@wcupa.edu)  
Dr. Ives-Dewey, *Coordinator of M.S.A. Regional Planning Concentration*  
E-mail: [divesdewey@wcupa.edu](mailto:divesdewey@wcupa.edu)

#### PROFESSORS

James P. Lewandowski, Ph.D., *Ohio State University*  
Joan Welch, Ph.D., *Boston University*

#### ASSISTANT PROFESSORS

Gary Coutu, Ph.D., *Texas A&M University*  
Kristen Bakia Crossney, Ph.D., *Rutgers University*  
George W. Fasic, M.S., *Columbia University, A.I.C.P.*  
Joy A. Fritschle, Ph.D., *University of Wisconsin-Madison*  
Dorothy Ives-Dewey, Ph.D., *University of Pennsylvania*  
Matin Katirai, Ph.D., *University of Louisville*

#### Programs of Study

The Department of Geography and Planning offers two master's degrees: 1) the master of arts in geography and 2) the master of science in administration, with a concentration in regional planning. The latter is an interdisciplinary degree described under "Master of Science in Administration" (see pages 32-34).

The master of arts in geography is designed to develop skills and expertise in areas such as land planning and management, conservation of resources, GIS analysis, and location of commerce and industry. It also prepares students for entrance into Ph.D. programs in geography, and in social studies education. The M.A. degree has thesis and nonthesis options.

The professional growth program of study is for students who desire specific graduate courses but not a degree.

#### MASTER OF ARTS IN GEOGRAPHY

##### Admission to Program

Applicants should submit transcripts of all undergraduate work, three letters of recommendation, a resume that indicates relevant work experience, and a statement of career background and goals. GRE or other standardized scores are useful in the admission process but are not required. The department welcomes qualified applicants who have no previous background in geography, although additional preliminary or concurrent work may be required. Admission is based on department evaluation of course work taken for the baccalaureate degree and addi-

tional course work, if any, in combination with the other criteria above.

**Curriculum** 33 semester hours

##### Thesis Option

**I. Required courses** 12 semester hours

GEO 503, 509, 534, and 585

**II. Thesis** (3 hours required) (up to) 6 semester hours  
GEO 610

**III. Elective courses** 15 semester hours  
Selected under advisement from geography, geology, mathematics, statistics, computer science, environmental health, or other appropriate disciplines.

**IV. Oral examination in defense of thesis** (required)

##### Nonthesis Option

**I. Required courses** 18 semester hours  
GEO 503, 509, 534, 584, 585, and 600

**II. Elective courses** 15 semester hours  
Selected under advisement from geography, geology, mathematics, statistics, computer science, environmental health, or other appropriate disciplines.

#### MASTER OF SCIENCE IN ADMINISTRATION

##### Concentration in Regional Planning Admission to Program

See "Master of Science in Administration" listing, page 32.

**Curriculum** 36 semester hours

**I. Administration core (required)** 18 semester hours  
ADM 501, 502, 503, 504, 505, 507

**II. Regional planning core (required)** 6 semester hours  
ADM 500, GEO 525

**III. Regional planning electives** 12 semester hours  
(selected under advisement), including ADM 600, 612  
GEO 502, 505, 506, 507, 509, 521, 524, 526, 527, 530, 531, 534, 536, 584, 585, 590, and 615  
PSC 542 and 544

**IV. A written comprehensive exam is required.** The examination will be based on a selected bibliography of key works in the concentration. The bibliography will be provided at the time the student is admitted to the program.

**Certificate in Geographic Technology** 12 semester hours

**I. Required** 9 semester hours  
GEO 534, 584, 585

**II. Topical application elective** 3 semester hours  
One course, with graduate coordinator approval, that combines geographic technology application in a topical area of interest to the student.

#### COURSE DESCRIPTIONS GEOGRAPHY

Symbol: GEO

◆ **502 Topical Seminar (3)** Special topics in geography or planning not offered under existing, regularly offered courses.

**503 Seminar in Modern Geography (3)** A survey of modern geographic research, with historical perspective. Attention is given to research methodology, and to the breadth of subfields and perspectives in the discipline.

**505 Planning Design (3)** Methods and techniques of planning design. Presentation of statistical data in map form. PREREQ: Consent of instructor or department chair.

**506 Seminar in Physical Geography (3)** This course examines aspects of the physical environment that must be considered when planning any site for urban, industrial, or suburban activity.

**507 Maps and Aerial Photographs (3)** Designed to improve map and photo interpretation skills. Emphasis on increased understanding of U.S.G.S. quadrangles, and special-purpose statistical maps.

**509 Quantitative Methods (3)** Fundamental statistics, methods, and techniques applied to geographic research and decision making, such as urban and regional planning.

**521 Suburbanization and Land Development (3)** Component systems and functional operations of urban/suburban communities, including ecological and demographic aspects. Emphasis on organization, development, change, and problems of communities.

**524 Population Processes (3)** Characteristics and distribution of world populations are studied. The



dynamic processes of population change (mortality, fertility, and migration) are examined.

**525 Urban and Regional Planning (3)** Application of community-planning theories and methods to designated urban and regional systems.

**526 Metropolitan Systems and Problems (3)** Urbanization processes and problems; urban systems in the expanding metropolitan and regional setting; present and proposed efforts to solve urban problems.

**527 Planning Law and Organization (3)** An insight into the role of federal, state, and local governments in instituting, executing, and judicially reviewing laws and regulations pertaining to land uses. Emphasis on the legal organization of the planning process, particularly at the local level. Major land-use court cases are presented and reviewed.

**530 Demographic Analysis (3)** A course to develop skills in basic demographic research, emphasizing the uses and limitations of data sources, and the understanding and interpretation of specific analytic methods for population analysis.

**531 Transportation Planning (3)** Transportation issues that face today's planners are studied, and various means of analysis demonstrated. Computer assignments use EMME/2 package.

**534 Geographic Information Systems (3)** The common principles and concepts of Geographic Information Systems; examination of the theory and tools of spatial data analysis through specific applications.

**536 Environmental Planning (3)** In-depth instruction on the concepts and tools of environmental planning which include landscape form and function in planning. Applications to local and regional issues are stressed.

**538 Environmental Modeling with Geographic Information System (GIS) (3)** This course reviews the principles of geodatabase development and use

in GIS. Included is a study of how GIS software is used to enhance the decision-making process through advanced database operation, as well as an in-depth exploration of database design and management techniques. The process of creating information models of real-world processes is examined through the development of a geodatabase. These data will then be spatially examined and manipulated to review the process of database development and decision making.

**540 Geography of the United States and Canada (3)** A regional study of the United States and Canada, emphasizing its physical geography, settlement, agriculture, demography, and industrial activity.

**544 Geography of Latin America (3)** Regional geography of Latin America: its physical base, settlement, agriculture, demography, and manufacturing.

**545 Geography of Europe (excluding the U.S.S.R.) (3)** Regional study of Europe. Influences of environmental factors, such as climate, landforms, and soils on the economic, social, and political condition of European nations.

**554 Geography and Planning of Housing (3)** This course provides an overview of the spatial, economic, social, physical, and political forces that structure and affect current housing conditions and prospects. This course introduces key concepts and institutions that influence the production, distribution, maintenance, and location of housing. The Philadelphia metropolitan area is emphasized as a case study for understanding the implications of present housing geography trends for the future, as well as the development of rational housing policies and plans.

◆ **572 Seminar in Resource Management (3)** Applied research problem solving for resource management and environmental issues designed for an individual student or team-study basis.

**577 Geodatabases (3)** This course reviews the prin-

ciples of geodatabase development and use in GIS. Included is a study of how GIS software is used to enhance the decision-making process through advanced database operations. Using ESRI's ArcGIS software, students will add demographic, environmental, political, economic, and other types of data to GIS applications. These data will then be spatially examined and manipulated to review the process of database development and decision making.

**584 Applications of Geographic Information Systems (3)** This course builds on GEO 534, expands upon important technical concepts in greater detail, and explores a range of GIS application areas. PREREQ: GEO 534 or permission of instructor.

**585 Geography Field Methods (3)** An advanced field course that includes urban and land-use studies. Use of field methods, mapping, and data collection for geographical reports.

◆ **600 Independent Research in Geography (3)** Research report project, including readings and application of methodology. PREREQ: Approval of discipline graduate coordinator.

◆ **610 Thesis (3-6)** A thesis is developed on a research problem for which the student formulates a theory, proposition or hypothesis, and investigates available information on the subject.

**615 Internship (3-6)** On-the-job experience in the application of theory, execution of substantive research, and provision of service with professional agencies at selected off-campus locations.

In addition to the above GEO courses, ADM courses are offered in connection with the master of science in administration. See course titles and descriptions under "Master of Science in Administration" on page 33.

◆ This course may be taken again for credit, up to six credits.

## Geology and Astronomy

207 Merion Science Center

West Chester University

West Chester, PA 19383

610-436-2727

Dr. Gagne, *Chairperson*

Dr. Good, *Graduate Coordinator*

### PROFESSORS

Richard M. Busch, Ph.D., *University of Pittsburgh*

Steven C. Good, Ph.D., *University of Colorado, Boulder*

Elizabeth LeeAnn Srogi, Ph.D., *University of Pennsylvania*

C. Gil Wiswall, Ph.D., *University of Montana*

### ASSOCIATE PROFESSORS

Cynthia G. Fisher, Ph.D., *University of Colorado, Boulder*

Marc R. Gagne, Ph.D., *University of Georgia*

Joby Hilliker, Ph.D., *Pennsylvania State University*

Timothy M. Lutz, Ph.D., *University of Pennsylvania*

Arthur R. Smith, Ed.D., *University of Pennsylvania*

### ASSISTANT PROFESSORS

Cynthia Hall, Ph.D., *Georgia Institute of Technology*

Martin F. Helmke, Ph.D., *Iowa State University*

Daria Nikitina, Ph.D., *University of Delaware*

Karen Vanlandingham, Ph.D., *Arizona State University*

### Programs of Study

The Department of Geology and Astronomy offers a 36-semester-

hour master of arts degree in geoscience designed for the professional development of geologists and precollege teachers. Students can obtain Pennsylvania teaching certification in earth and space science and/or general science with the appropriate selection of courses.

### Admission Requirements

All applicants have the following requirements:

1. Completed application
2. Prerequisites of ESS 101 Introduction to Geology; CHE and CRL 103 General Chemistry I and lab; PHY 130 General Physics; MAT 105 College Algebra and Statistics; and MAT 121 Statistics I
3. Permission of Graduate Review Committee

Applicants with teaching certification have the following requirements:

1. Copy of teaching license
2. If the undergraduate GPA is less than 2.8, the student must take one of these standardized tests and score as indicated: GRE (more than 1000), MAT (greater than the 50th percentile), or Praxis PPST (greater than the Pennsylvania Department of Education minimum).

Applicants without teaching certification have the following additional requirements: If the undergraduate GPA is less than 2.8 and the degree older than five years, a student may be admitted provisionally with one of these standardized tests and score as indicated: GRE (more than 1000), MAT (greater than the 50th percentile), or Praxis PPST



(greater than the Pennsylvania Department of Education minimum). Applications should be submitted to the University's Office of Graduate Studies, which will forward the application to the department's graduate coordinator. The Graduate Review Committee will screen all applications. An interview may be requested of the applicant. The admission decision will be based on the strength of the application and the interview, if scheduled.

## MASTER OF ARTS IN GEOSCIENCE

<b>Curriculum</b>	36 semester hours
<b>I. Core courses (required)</b>	10 semester hours
ESS 523, ESS 536, ESS 547, and ESS 596	
<b>II. Courses for precollege teachers</b>	26 semester hours
ESS 530 and 570, plus 20 semester hours of electives approved by their committee, at least 11 of which must be ESS or SCE courses	
<b>III. Courses for professional geologists</b>	26 semester hours
ESS 521 and 539, plus 20 semester hours of electives approved by	

## COURSE DESCRIPTIONS GEOLOGY AND ASTRONOMY

Symbol: ESS, except as noted

It is assumed that for all geology courses, ESS 101 is a prerequisite, and for all astronomy courses, ESS 111 is a prerequisite. In addition, any course may be taken with permission of the instructor.

**502 Investigating Earth Materials (3)** Origins of minerals and rocks. Observation, data collection, and analysis applied to the study of earth materials. Hands-on experience in sample identification and mineral analysis in the laboratory and field. Introduction to software and Internet resources for minerals and rocks. Preparation of teaching modules involving minerals, rocks, and local geology. Required one-day field trip on a weekend. PREREQ: ESS 101 or equivalent; CHE 103 and 104 or equivalent is strongly recommended.

**504 Historical Geology (3)** Geologic history of the earth and the evidence for this history, including discussion of the formation of the earth, atmosphere, oceans, and the historical evolution of land, air, and sea and the life that inhabits these environments. Examination of fossils and geologic maps. PREREQ: BIO 110, CHE 104, and CRL 104.

**505 Petrology (3)** Origin, classification, and identification of rocks. Hand specimen examination. PREREQ: ESS 502.

**507 Geology of the Solar System (3)** The geology, origin, and properties of planets, comets, asteroids, moons, and meteorites; planetary exploration. PREREQ: One introductory course in astronomy and one in geology.

**510 Intermediate Mineralogy (3)** How the petrographic microscope, x-ray diffraction, and the electron microscope are used to identify minerals. PREREQ: ESS 502.

**513 Principles of Geochemistry (3)** Migration and distribution of the chemical elements within the earth; chemistry of the lithosphere, hydro-sphere, and biosphere; chemical changes throughout earth history; the geochemical cycle.

**520 Structural Geology (3)** An introduction to structural analysis: a study of the deformational features of the earth's crust and the forces responsible for producing them. PREREQ: ESS 505, or permission of instructor.

**521 Geometrics (3)** Application of computational and statistical methods to geological problems. Geologic sampling, data comparisons in environmental,

petrologic, paleontologic, and geochemical problems.

**523 The Field as a Classroom (3)** A study of field techniques that enable teachers to develop lessons using field sites. Topics include researching field sites, field trip design and planning, preparatory and summative activities. Course is conducted largely in the field.

**527 Electron Microscopy I (3)** A one-semester lecture/laboratory course in theory operation and applications of electron beam technology in scientific research. Students receive hands-on training and complete a brief research project of their choosing. Cannot be applied to the M.A. degree without prior approval of the graduate committee. PREREQ: Six credits of college-level science or permission from the instructor.

**530 Principles of Oceanography (3)** Geology of the ocean floor, water movements, chemical characteristics of sea water, and vertical and horizontal distribution of plants and animals. Brief history of oceanography.

**531 Introduction to Paleontology (3)** Identification, paleobiology, and importance of fossils; paleoecology; and evolution.

**532 Advanced Oceanography (3)** An advanced course in oceanography covering resources, oceanographic literature, animal-sediment relationships, field techniques, estuaries, salt marshes, sea level changes, and pollution. PREREQ: ESS 230 or 530.

**533 Crystallography and Optical Mineralogy (3)** Application of the principles of symmetry and crystal chemistry to understand the properties of minerals and rocks. Use of the petrographic microscope to identify minerals in thin section. PREREQ: ESS 502, general chemistry.

**535 Introduction to Remote Sensing (3)** An introduction to the science and technology of remote sensing and the applications of remote sensing data to geology, oceanography, meteorology, and the environment. Includes a discussion of the history and principles of remote sensing; fundamentals of electromagnetic radiation; theory and types of active and passive remote sensing systems; fundamentals of image interpretation; digital analysis of LANDSAT and AVHRR data; operation of environmental satellites; and future imaging systems.

**536 Teaching Environmental Geology (3)** Provides resources and strategies for teachers of environmental geology. Includes formulation of lesson plans, hands-on activities, and field trips. Subject matter will include natural hazards, natural resources, waste

their committee, at least 11 of which must be ESS or SCE courses. All students complete a project submitted as part of the degree candidacy application (after completing nine credits towards degree), and a final written project that is presented at the geoscience seminar.

## General Science Teaching Certification Requirements

The following courses will complete the requirements for secondary general science teaching certification:

1. BIO 110, 215, 217; CHE 103 and lab, 104 and lab; ESS 101, 111, 530, 570; PHY 130 or 170, 140 or 180; 12 hours of electives within one of the above science disciplines that demonstrate proficiency in fieldwork, research, and technology (see adviser for specifics)
2. One interdisciplinary science course (BIO 102, ENV 102, ESS 102, or SCB 210), and MAT 105 or 110 (pre-calculus) and 121 (statistics)
3. Education course(s): SCE 350 or 500 and course work required by the College of Education.

management, and sustainable development.

**539 Hydrogeology (3)** This applied course covers groundwater flow, well hydraulics, water resources, contaminant transport, and groundwater remediation. Familiarity with calculus is recommended. PREREQ: ESS 101 and CHE 103 or equivalent.

**542 Geophysics (3)** Methods and techniques of physics applied to interpreting the internal structure and composition of the earth. PREREQ: MAT 162, PHY 180, or PHY 140.

**543 Geomorphology I (3)** Lectures will present the constructional and degradational processes that have shaped present landforms and are constantly modifying those landforms. Laboratories will focus on the interpretation of topographic maps and the use of remote sensing materials.

**547 Earth and Space Science Seminar (1)** Weekly seminar course featuring guest lectures by geoscience professionals, prominent scientists, faculty, and students. Each week students will read professional literature, attend and participate in the lecture, and write a summary and/or analysis of each seminar. PREREQ: ESS 101 or department permission.

**550 Sedimentology and Stratigraphy (3)** The nature and origin of stratified deposits; the temporal-spatial relationships among stratified deposits, and other geologic and biologic phenomena; and the reconstruction of paleoenvironments.

**555 Intermediate Astronomy (3)** An analytical and qualitative analysis of selected astronomical topics: orbits, stellar properties, telescopes, photometry, solar surface details, nebulae, galaxies, and stellar evolution. Two-hour lecture and two-hour lab, including independent observatory work. PREREQ: Any descriptive astronomy course and algebra/trigonometry.

**562 History of Astronomy (3)** The development of astronomical theories from Greek times to the 20th century. PREREQ: Any descriptive astronomy course.

**570 Principles of Meteorology (3)** An in-depth study of the dynamic nature of the atmosphere with an emphasis on the role of weather-related phenomena in daily life.

**571 Advanced Meteorology (3)** An in-depth study of atmospheric phenomena such as midlatitude cyclones, global and local wind systems, hurricanes, tornadoes, and thunderstorms. Includes basics of weather forecasting models and prediction techniques.

**575 Introduction to the Planetarium (3)** Principles



and use of the planetarium in teaching. Specific projects are assigned. PREREQ: Any general astronomy course.

**580 Special Problems (1-3)** Study of special topics and current developments in the earth and space sciences. PREREQ: Permission of instructor.

**590 Fundamentals of Soil (3)** Soil properties, classification, and genesis from geologic, agricultural, and engineering perspectives. Topics include pedology, soil physics, geotechnical engineering, erosion, septic systems, soil contamination, and remediation. PREREQ: ESS 101.

**◆ 591 Independent Study (1-3)** An investigation by the student. PREREQ: Permission of department.

**596 Earth Systems Science (3)** Energy drives interactions between the lithosphere, hydrosphere, atmosphere, and ecosphere producing an earth system of biogeochemical cycles that may be in homeostasis or change. The geological records of past icehouse and greenhouse climates are examined as potential models for evaluating the consequences of human-induced global environmental change and the choices that face society at local, national, and international scales. Instruction and assessments designed to model innovative strategies and current themes in earth systems science. PREREQ: ESS 523, 530, 536, 570, and 12 credits of program electives, or permission of instructor.

**◆ 600 Thesis Research I (3)** A theory is developed on a research problem for which the student produces a thesis. PREREQ: Permission of adviser.

**◆ 601 Thesis Research II (3)** A theory is developed on a research problem for which the student produces a thesis. PREREQ: Permission of adviser.

**◆ 602 Directed Research I (3)** A theory is developed on a research problem for which the student produces a graduate paper. PREREQ: Permission of adviser.

**◆ 603 Directed Research II (3)** A theory is developed on a research problem for which the student produces a graduate paper. PREREQ: Permission of adviser.

## SCIENCE EDUCATION

Symbol: SCE

**500 Modern Trends in Science Education (3)** Introduction to current research in science education; a critical review of the literature.

**510 Workshop in Secondary School Curricula (3)** Study of one of the commonly used science programs for secondary schools. The selected program is announced in advance.

**520 PK-4 Science Instruction (3)** A science methods course for Pre-K teachers and administrators to master classroom and materials preparation and the design of developmentally effective instruction and assessment. Methods that promote children's ability to inquire and master Pennsylvania academic standards in science and technology and environment and ecology will be addressed. PREREQ: Completion of science and math requirements, and formal admission to teacher education.

## 530 Science Methods for Middle Level 4-8 (3)

A course to prepare the middle-level teachers for teaching science with a focus on the developmental and pedagogical needs of middle-level students. Teacher candidates will apply science content, develop knowledge on how students learn science, explore materials and resources, and learn how to plan and access effective standards based on middle level science instruction. (15 hours of Level 3 Field Experience) PREREQ: Completion of 12 credits of science, formal admission to teacher education, and up-to-date criminal record, child abuse, FBI, and TB clearances.

## 550 Science Education in the Secondary School

(3) Philosophy, objectives, and methods of science teaching for grades 7-12. Practical experience provided. PREREQ for pre-service teachers: Formal admission to teacher education and criminal record, child abuse, FBI, and TB clearances.

**595 Elementary School Science Instruction (3)** A course to improve the science content backgrounds of elementary school teachers and administrators.

## SCIENCE OFFERINGS DESIGNED FOR ELEMENTARY SCHOOL TEACHERS

Symbol: PHY

## 571 Physics for the Elementary Teacher (3)

◆ This course may be taken again for credit, up to a maximum of six credits.

# Health

207 Sturzebecker Health Sciences Center

West Chester University

West Chester, PA 19383

610-436-2931

Dr. Mustalish, *Chairperson*

Dr. Cinelli, *Graduate Coordinator*

## PROFESSORS

Patricia Broderick, Ph.D., *Temple University*

Lynn Carson, Ph.D., *Temple University*

Bethann Cinelli, D.Ed., *Pennsylvania State University*

Tammy James, Ph.D., *Kent State University*

Janet M. Lacey, Dr. P.H., *University of North Carolina*

Roger W. Mustalish, Ph.D., *University of Minnesota*

Gopal Sankaran, M.D., Dr.P.H., *University of California, Berkeley*

Maura J. Sheehan, Sc.D., *University of Pittsburgh*

Charles V. Shorten, Ph.D., *Clemson University*

## ASSOCIATE PROFESSORS

Debra Bill, Ph.D., *Temple University*

James W. Brenner, Ph.D., *Temple University*

David J. Delgado, Ph.D., *University of California, Los Angeles*

Sandra Gross, Ph.D., *Kansas State University*

Jeffrey E. Harris, D.H.Sc., *Loma Linda University*

Robin Caldwell Leonard, Ph.D., *Medical College of Virginia*

Tanya Morgan, Ph.D., *University of North Carolina, Chapel Hill*

## ASSISTANT PROFESSORS

Mary Beth Gilboy, Ph.D., *Temple University*

Stacie Metz, Ph.D., *St Louis University*

Christine Williams, Ph.D., *Middle Tennessee State University*

## INSTRUCTOR

Lynn Monahan-Couch, M.P.H., *West Chester University*

## Programs of Study

The Department of Health offers degree programs leading to the master of education in health (M.Ed.) and the master of public health (M.P.H.).

The master of education enriches academic preparation for teaching health education in elementary and secondary schools. A concentration in school health is offered.

The M.P.H. is designed primarily to meet the individual needs of the graduate student pursuing a career in public health, with emphasis in community health, environmental health, health care administration, and integrative health.

## Communication with the Department

All inquiries and other communications regarding the graduate program in health should be addressed to the coordinator of graduate studies. Students also may call for information at 610-436-2267, fax at 610-436-2860, or e-mail [bcinelli@wcupa.edu](mailto:bcinelli@wcupa.edu).

## MASTER OF PUBLIC HEALTH

The master of public health is accredited by the Council on Education for Public Health.

For more information on the M.P.H. program contact Dr. Lynn Carson, 610-436-2138 or e-mail [lcarrson@wcupa.edu](mailto:lcarrson@wcupa.edu).

## Admission Requirements

Applicants must meet the basic requirements of the University for admission to graduate study and must present either a baccalaureate degree attained in their anticipated major area of health or equivalent



preparation in a related field, and three letters of recommendation. Students applying to the M.P.H. program need an undergraduate course in statistics. Students who do not have adequate academic and professional preparation in the desired program of study will be required to take foundation courses.

### Requirements for Admission to Degree Candidacy

Within the 12-15 semester hours of precandidacy, majors in health must complete departmental and concentration core courses with a minimum grade point average for these and all other courses during precandidacy of 3.0.

### Requirements for the M.P.H.

Students must complete the M.P.H. curriculum shown below with a minimum overall grade point average (GPA) of 3.0.

<b>Curriculum</b>	45 semester hours
<b>I. Public health core</b>	24 semester hours
ENV 530; HEA 520, 526, 630, 632, 648, 649, and 650	
<b>II. Focused elective area</b>	21 semester hours
Under advisement, students select a focused elective area. These are thematically related electives designed to provide the student with cohesive, comprehensive knowledge of key areas within public health. The focused elective areas are health care administration, community health, environmental health, and integrative health. Contact the department for the current list of available electives in each area.	

### Graduate Certificate in Emergency Preparedness in Public Health

This certificate is designed for public health, environmental health, occupational health, and emergency professionals along with managers and educators who need to upgrade their skills in the area of protecting people in emergencies. HEA 520 provides a solid preparation in fundamental skills such as epidemiology and public health practice, while ENV 530 allows the student to learn how to identify, measure, and control environmental hazards. ENV 545 and 551 expand the student's knowledge about risks and how they are measured, modeled, and communicated. ENV 570 and 575 focus on the specifics of emergency preparedness and on the mitigation of the risks of chemical and biological hazards. For more information, contact Dr. Charles V. Shorten, 610-436-2360; fax, 610-436-2860; or e-mail, cshorten@wcupa.edu.

<b>Curriculum</b>	18 semester hours
<b>Required courses:</b>	
ENV 530, 545, 551, 570, 575; and HEA 520	

### Graduate Certificate in Health Care Administration

The graduate certificate in health care administration provides health care professionals an opportunity to expand their knowledge of health care administrative issues. An accelerated format is available for many of the courses so the certificate can possibly be earned in three semesters or less.

### Departmental Requirements

Applicants must meet the basic requirements of the University, given under "Admissions," and must present either a baccalaureate degree attained in their anticipated major area of health or equivalent preparation in a related field. They must also submit a one-page statement of

career objectives and arrange for three letters of recommendation. For more information contact Dr. Tanya Morgan, 610-436-2113; fax, 610-436-2860; or e-mail, tmorgan@wcupa.edu.

<b>Curriculum</b>	18 semester hours
<b>Required courses:</b>	
ADM 501 and 503; HEA 630, 631, 640, and 642	

### Graduate Certificate in Integrative Health

The graduate certificate in integrative health is designed for healthcare professionals desiring graduate study of evidence-based integrated approaches to health promotion, disease prevention, and treatment. Please note that this certificate is not designed to prepare practitioners in any given modality. For more information, contact Dr. Roger Mustalish, chairperson, Department of Health, 610-436-2931; fax, 610-436-2860; or e-mail, rmustalish@wcupa.edu.

<b>Curriculum</b>	18 semester hours
<b>I. Required course</b>	3 semester hours
HEA 501	
<b>II. Electives</b>	15 semester hours
Students will select five graduate health courses under advisement. ENV 530; HEA 500, 503, 510, 511, 512, 538, 545, 547, 550, 581 (e.g., homeopathy or traditional Chinese medicine), 609	

### MASTER OF EDUCATION IN SCHOOL HEALTH

#### Admission Requirements

In addition to meeting the basic requirements of the University, given under Admission, applicants must present a baccalaureate degree attained in the field of health, or equivalent preparation in a related field and three letters of recommendation.

#### Requirements for Admission to Degree Candidacy

Within the 12-15 semester hours of precandidacy, the student must complete departmental and concentration core courses with a minimum grade point average (GPA) of 3.0. Students who do not have adequate professional and/or academic preparation for the desired program of study will be required to take foundation courses. Teaching certification is not offered through this program.

#### Requirements for the M.Ed.

1. Satisfactory completion of the M.Ed. curriculum shown below, with a minimum overall GPA of 3.0 in the concentration
2. Successful completion of the research project

#### Registration Policy for Research Credits

Research credits for the M.Ed. are earned in HEA 601. These credits must be preceded by successful completion of the degree core, concentration core, and concentration electives taken under advisement. The student can enroll in HEA 601 only once.

<b>Curriculum</b>	33 semester hours
<b>I. School health core</b>	6 semester hours
HEA 620, 622	
<b>II. Concentration electives</b>	24 semester hours
Selected under advisement	
School health electives (18)	
Education/counseling electives (6)	
<b>III. Additional degree requirements</b>	3 semester hours
HEA 601	

## COURSE DESCRIPTIONS

### HEALTH

Symbol: ENV

**524 Industrial Hygiene (3)** A study of the recognition, evaluation, and control of health hazards in the work environment. PREREQ: ENV 530, permission of instructor.

**530 General Environmental Health (3)** This course will address the protection of human health from environmental disease agents. Students will learn current issues in environmental risk assessment, air and water pollution, waste management, and workplace health and safety. Students will use this information to communicate effectively the relevant environmental risk to populations they serve.

Training and education strategies and the use of instructional resources, including the Internet, will be integrated into the learning experience.

**532 Hospital Environment (3)** A comprehensive assessment of the environmental health aspects of hospitals, including microbiologic considerations, environmental hygiene, safety, general sanitation, and administration.



**533 Water Quality and Health (3)** An examination of the physical, chemical, and biological characteristics of natural waters and their significance for human health; methods of water treatment and distribution also will be considered.

**534 Watershed Dynamics (3)** A detailed examination of watersheds, with emphasis on spatial and temporal variability of water pollution parameters. Methods of assessing pollution of water resources will be presented.

**536 Hazardous Waste Management (3)** An assessment of the sources, characteristics, and human health effects of hazardous wastes, with emphasis on the design and implementation of control practices. PREREQ: ENV 530.

**537 Water Pollution Control (3)** The principles and practice of pollution control of municipal and industrial wastewaters. Emphasis on wastewater characterization, monitoring, and treatment facility operations.

**538 Ground Water Contamination (3)** Provides a qualitative and quantitative examination of the fate, transport, and remediation of contaminants in ground water.

**540 Seminar in Environmental Health (3)** Directed reading, discussions, and oral presentation on contemporary issues in environmental health. PREREQ: ENV 530.

**545 Risk Assessment (3)** Provides a qualitative and quantitative examination of hazard, toxicity, and exposure assessment to establish human health and ecological risk from environmental contamination.

**546 Environmental Assessment (3)** An examination of methodologies necessary to conduct comprehensive environmental assessments. Monitoring strategies, field sampling techniques, and data quality assurance will be presented. Particular emphasis will be given to the applications of geographic information systems (GIS) to environmental assessments.

**547 Environmental Regulations (3)** Provides a fundamental overview of major environmental law principles. Focuses on a wide range of air, waste, water, transportation, and occupational regulations.

**551 Environmental Toxicology (3)** A multifaceted investigation of the health problems caused by various toxins and hazards found in the general environment and the workplace. The human body's reactions to environmental toxins; how suspected environmental toxins are experimentally investigated and the specific health effects of critical environmental toxins will be emphasized. PREREQ: ENV 530, permission of the instructor.

**553 Occupational Safety (3)** A study of the practices to reduce safety risks in the work environment through recognition, evaluation, and control of safety hazards. PREREQ: ENV 530, permission of instructor.

**570 Emergency Preparedness (3)** This course examines the historical, legal, and regulatory framework for dealing with emergencies emphasizing the four phases of emergency management. It addresses emergency preparedness by schools, businesses, communities, and counties for natural disasters, failures of technology (spills, accidents, and explosions), and acts of war or terrorism. The course is designed for professionals in environmental and public health, emergency responders (police, fire, hazmat, and medical), planners, educators, and others who may serve in a leadership capacity.

**575 Bioterrorism and Public Health (3)** This course addresses the protection of the public's health and that of workers such as first responders from biological agents that cause disease and/or death. Students will learn current issues in disaster mitigation, how biological agents can be transmitted in the environment, measurement techniques, de-

contamination methods, the proper use of personal protective equipment, and response strategies for bioterrorism emergencies and related catastrophic events. Students will analyze and synthesize this information to analyze risk, communicate that risk, and develop policies and action plans to protect specific populations. Communication and coping strategies, group interaction, case studies, and the use of Internet resources will be integrated.

**581 Special Topics (1-3)** An in-depth study of selected, current topics relevant to the development of environmental health professionals. Specific topics will be noted in the master schedule. PREREQ: ENV 530, permission of instructor.

**615 Thesis (3)** A course for the master of science candidate. Students will select a topic, review the literature, prepare and conduct a research proposal, and write the thesis document. The student will defend the proposal and thesis document before a thesis committee.

Symbol: HEA

**500 Diseases (3)** Provides a contemporary view of disease and prevention, and a more precise understanding of disease processes. Body systems are reviewed, and the etiology, pathophysiology, symptoms, diagnostic techniques, and treatment methods used in selected diseases are studied. Illnesses most frequently found in our society are explored.

**501 Integrative Health (3)** A comprehensive evaluation of alternative and complementary medicine aimed at describing how these modalities are being integrated with allopathic care. Focus will be on Eastern, African, and Native American traditions; homeopathy; naturopathy; botanical medicine; energy work; and mind/body health.

**502 Human Development: Implication for Health Education (3)** This course examines human development from an applied perspective. Health educators and others working with preschool and school-aged children, as well as adolescents will examine physical, cognitive, and emotional development. Course participants will explore developmentally appropriate approaches to education and mentoring of children and youth. The course includes the use of readings on contemporary issues and policy initiatives affecting children and youth, along with case studies.

**506 Current Issues in Death and Dying (3)** The course is intended to provide accurate information on a variety of topics related to death. Students will examine theories and concepts related to controversial issues of death and dying.

**510 Adolescent Medicine Issues (3)** This course is designed for the health professional working with adolescents. Topics will include eating disorders, sports medicine issues, risk behaviors, and other common concerns among adolescents.

**511 Stress Management Techniques and Program Development (3)** The first half of the course is devoted to examining basic stress concepts, the psychophysiology of stress, common stressors and their effect, and the relationship between stress and disease. The second half consists of a comprehensive review of stress management techniques that deal with cognitive restructuring, relaxation, and relationship building. Considerable emphasis is placed on personal application and group interaction in the classes.

**512 AIDS and Public Health (3)** Epidemiology of HIV/AIDS; natural history of HIV infection, psychosocial, economic, educational, ethical, legal, and health care issues related to HIV/AIDS will be addressed. Impact on social groups (minorities, women, and adolescents) will be discussed. Health promotion and disease prevention strategies will be highlighted.

**515 Professional Ethics and the Health Profes-**

**sions (3)** This course focuses on professional ethical issues relevant to health in various settings. Students will examine ethical principles and theories underlying ethical dilemmas. Major areas of emphasis include ethical decision making, principles and theories, codes of ethics, protection of human subjects, and ethical concerns in graduate education.

**520 Public Health Epidemiology (3)** An overview of the epidemiological model of disease causation. Various epidemiological study designs and their applications will be presented.

**525 Elementary School Health Education (3)** Trends in elementary school health: curricular approaches and emphasis, teaching strategies, motivational techniques, resources, materials, issues, problems, and evaluations. PREREQ: Background in elementary education.

**526 Biostatistics for Public Health (3)** An overview of scientific methods, research designs, sampling, and survey techniques pertinent to the study of health issues will be presented. Choice and use of epidemiological and statistical software to analyze health data sets will be emphasized.

**527 Human Sexuality and Family Life Education (3)** This course will address current trends in family life education and the development and implementation of programs in schools and community settings. Emphasis will be placed on developing appropriate content and strategies useful in the classroom.

**528 Contemporary Issues in Sexuality (3)** This course is designed to present academic information concerning human sexuality topics. Also incorporated, when and where applicable, will be how to use this information in an educational setting. This course does not have HEA 527 as a prerequisite.

**529 Mental Health Issues and the School Health Program (3)** This course provides an overview of mental health and counseling issues affecting children and youth in today's school and communities. The goal of the course is to broaden the student's understanding of key mental health issues children face in school and community settings. This course will provide relevant background information that will be used to promote positive mental health in the school, clinic, and community setting.

**531 The Community as a Basis for Health (3)** An analysis of the community with its diverse population and its response to critical and current health problems. Emphasis will be placed on the need for balance between individual and community needs, rights, and responsibilities.

**538 Evaluation of Health Programs (3)** Emphasis will focus on the procedures essential to the evaluation of health programs in a variety of settings (community, medical, school, worksite). Major areas include conducting quality assurance measures, data collection methods, and preparation of final reports. Includes both theoretical and practical experience.

**539 Health Promotion Program Planning (3)** An advanced program planning course that provides students with an opportunity to apply theories, principles, and teaching strategies and methods by developing a comprehensive plan for a health promotion program.

**543 Transcultural Health (3)** An introduction to the role of culture in health and illness, and its role in accessing and utilizing health care in the United States.

**544 Program Administration in Health and Human Service (3)** This course will provide students with the skills needed to administer community health programs in a nonprofit setting with a focus on program management in nonprofit agencies.

**545 Mind/Body Medicine (3)** A comprehensive evaluation of the mind's role in disease prevention and healing. Emphasis will be placed on learning



and practicing mind/body techniques and assessing the mind's role in preventing disease and promoting healing.

**547 Principles of Botanical Medicine (3)** A comprehensive evidence-based assessment of botanical medicines in health promotion, disease prevention, and symptom management.

**550 Evidence-Based Medicine and Public Health (3)** A seminar on learning salient principles of evidence-based medicine and evidence-based public health and their applications to improve the health of individuals and populations.

**555 Women's Health Issues - A Transcultural Perspective (3)** Using a life cycle approach, this course makes a comparative analysis of women's lives and their health status across different cultures and nations. Women's health status as related to their multiple roles in the family and society will be examined.

**581 Special Topics (3)** In-depth study of selected health topics current to the interests and needs of professionals serving in various health and health-related areas. Topics will be announced prior to the first day of each semester.

**601 Research/Report Writing in Health Education (3)** The M.Ed. candidate selects a school health issue or a critical topic for review of the literature and produces a scholarly manuscript. PREREQ: Permission of instructor.

**609 Independent Study and Special Projects (1-3)** Research projects, seminar papers, reports of special conferences, and reading in health. PREREQ: Administrative approval.

**611 Field Placement (3)** A project for students in health concentrations. All core course work should be completed before beginning the project. Permission of graduate coordinator required.

**620 School Health Programs (3)** This course provides the theoretical underpinnings of the profession, professional responsibilities, and programmatic and critical issues in comprehensive school health programs.

**622 Curriculum and Instruction (3)** This course will address the foundation, philosophy, and practice of comprehensive school health education. Major focus is on the development, implementation, and evaluation of K-12 comprehensive school health education.

**623 Substance Use Prevention (3)** Designed for future and present school and public health educators, this course includes content and program planning skills for community and school: tobacco, alcohol, and other drug prevention curriculum and programs.

**625 Multicultural Issues in Health Education (3)** The purpose of this course is to promote discussion and awareness among students regarding the cultural aspects of health issues, identification of specific strengths, positive cultural models, and practices for addressing some of the major health problems of diverse populations.

**630 Health Care Administration (3)** Administrative and management techniques acquired in the administrative core are applied to the problems involved in health administration/management. Topics will include federal, state, and local health agencies; health care centers; organization principles; personnel factors; public relations; and fiscal management.

**631 Health Services Law (3)** An analysis of the basic legal concepts and major legal issues that are important to and directly affect the health services administrator. Topics include legal frameworks of health organizations and health practitioners,

administrative policy, contracts, consent, patient's rights, legal death, insurance, liability, and research.

**632 Social and Behavioral Aspects of Health (3)** An advanced course on current theories in health behavior and the application of these theories to management methods in the health care field. Topics include trends in health behavior, health concerns, analysis of the decision-making process, and factors affecting health behavior.

**640 Issues in Managed Care (3)** The future of managed care depends on the performance of the managed care industry, especially the goal of providing high-quality health care at the lowest costs possible. This course will discuss the challenges faced by managed care organizations and strategies used to overcome them.

**642 Medical Geography (3)** This course introduces students to the applications used to examine health care distribution within the realm of health policy analysis and health services research. Demonstrations will include analysis of the distribution of disease, various health indicators, and health care resources.

**648 Research Methods in Public Health (3)** This course focuses on the theory and practice of research applied to public health problems. Students will be exposed to the design and implementation of public health research projects. The course is centered on the tools and techniques of research and their application to formal research design.

**649 Applied Learning Experience I (3)** This course prepares students for the Applied Learning Experience II which includes the culminating experience (research report) and practicum. This preparation will include a comprehensive and integrated application of the M.P.H. curriculum in the development of the research and major project plan.

**650 Applied Learning Experience II (3)** The purpose of this course is to enable students to complete their major project and research report during a 300-hour practicum at a community practice site. Symbol: NTD

**501 Nutrition Concepts and Controversies (3)** The course examines food and nutrition concepts and controversies. Practical, consumer-oriented nutrition principles that complement personal needs, preference, and lifestyles are discussed. Emphasis is placed on methods of evaluating nutrition-related literature and claims, and interpretation of data and scientific studies relevant to nutrition.

**502 Vegetarian Nutrition and Cuisine (3)** This course is an evidenced-based, interactive approach to the health-promoting aspects of vegetarianism and concerns about nutritional adequacy at all stages of the life cycle. Students will critically evaluate a number of vegetarian dietary approaches, with case-studies, presentations, and meal plan reviews. Students will participate in plant-based recipe modifications and take part in cooking demonstrations/taste-testing. No prerequisite required.

**503 Human Nutrition (3)** This course is an advanced study of macronutrient and selected micronutrient metabolism in humans and their impact on nutritional well-being. A thorough understanding of the metabolism of key nutrients will allow the student to use current, evidence-based research in critically evaluating nutrition public health messages and recommendations. PREREQ: A grade of C or better in a previous introductory nutrition course, one year of anatomy/physiology, and organic and biochemistry.

**504 Nutrition Education K through 12 (3)** This course provides an understanding of the optimal nutritional needs and nutrition education principles

for students in kindergarten through grade 12. Topics include evidence-based principles of healthy eating for children and adolescents, examination of food choices, and barriers to healthy food, with an emphasis on behaviorally focused nutrition education relating to critical school nutrition issues.

**515 Public Health Nutrition (3)** This course provides students with a practice-based approach to public health nutrition processes through readings, discussions, and active participation. Topics include public health nutrition concepts, guidelines, and key nutrition issues for particular populations. Students will be introduced to the needs of diverse and vulnerable populations and evidence-based nutrition programs.

**520 Perspectives on Obesity (3)** This course is a rigorous, evidence-based exploration of the issue of obesity. Through process-oriented assignments and discussions, students formulate their own perspectives on origins, prevention, and treatment of obesity.

**522 Nutrition for Health Fitness and Performance (3)** The study of nutrition as it relates to health, fitness, and performance. Attention will be given to nutritional guidelines for optimal health and physical performance.

**581 Nutrition Workshop (3)** Special workshops on contemporary nutrition, foods, and foodservice-related problems and issues. Topics announced at time of offering.

**600 Maternal and Child Nutrition (3)** This course introduces students to maternal and child nutrition with primarily a domestic focus. Emphasis is on understanding the role of research, policies, and programmatic issues on nutritional health for pregnant and lactating women, infant children, and adolescents. Students will gain an understanding of key issues within the social, educational, political, and environmental influences and their impact on nutrition status within vulnerable maternal/child populations. PREREQ: NTD 503 or permission of instructor.

**610 Nutrition Assessment (3)** The course provides students with practice and application of anthropometric, biochemical, and dietary methods for assessing nutritional status with a focus of public health application. Exercises include the measurement of body composition, use of food composition tables and classification of nutritional status. PREREQ: NTD 503 or permission of instructor.

**625 Nutrition Policy and Programs (3)** Introduction to program and policy approaches for improving nutritional status of populations. Rationale for nutrition policy introduced. Topics include legislative advocacy and analysis of current nutrition programs at local, state, and federal levels. PREREQ: NTD 515 or permission of instructor.

## UNDERGRADUATE COURSES FOR GRADUATE CREDIT

The Department of Health has approved the following undergraduate course for graduate credit when scheduled with the approval of the student's adviser and department chairperson. No more than three credits of 400-level course work may be used to satisfy graduate degree requirements.

**ENV 460 Industrial Hygiene II (3)** Evaluation techniques for monitoring the industrial environment will be learned in a laboratory setting and in the field. These techniques will include monitoring of air quality, air flow, noise, heat stress, and radiation. Evaluation of personal protective equipment, pulmonary function testing, and audiometric testing also will be investigated. PREREQ: ENV 102, 452, or permission of instructor.



# History

506 Main Hall  
West Chester University  
West Chester, PA 19383  
610-436-2201

Dr. Hanley, *Chairperson*  
Dr. Chien, *Assistant Chairperson*  
Dr. Hewitt, *Graduate Coordinator*

## PROFESSORS

Marita Boes, Ph.D., *City University of New York*  
Lawrence R. Davidson, Ph.D., *University of Alberta*  
Jonathan Friedman, Ph.D., *University of Maryland*  
Charles Hardy III, Ph.D., *Temple University*  
William Hewitt, Ph.D., *University of Wyoming*  
James Jones, Ph.D., *University of Delaware*  
Lisa A. Kirschenbaum, Ph.D., *University of California, Berkeley*

## ASSOCIATE PROFESSORS

Cecilia Lee-Fang Chien, Ph.D., *Harvard University*  
Karin E. Gedge, Ph.D., *Yale University*  
Wayne Hanley, Ph.D., *University of Missouri*  
Thomas J. Legg, Ph.D., *The College of William and Mary*  
LaTonya Thames-Taylor, Ph.D., *University of Mississippi*

## ASSISTANT PROFESSORS

Eric Fournier, Ph.D., *University of California, Santa Barbara*  
Steven Gimber, Ph.D., *American University*  
Robert Kodosky, M.A., *Villanova University*  
Tia Malkin-Fontecchio, Ph.D., *Brown University*

## Programs of Study

The Department of History offers two degrees: the master of arts in history and, in cooperation with the School of Education, the master of education in history.

The master of arts in history provides a broad base for teaching excellence, a platform for studies leading to the Ph.D., and skills for informed decision making in the public and private sectors. Students with permission of the graduate coordinator may take up to six semester hours in a discipline related to their major field of study. The M.A. in history may be earned by completing either a thesis or nonthesis program.

The nonthesis option is designed for students who desire more content courses as background for their own teaching, further academic work, or personal enrichment.

Students must concentrate in one of three fields: world/comparative, European, or United States.

The master of education in history is designed to provide in-service teachers with additional professional education courses and an opportunity to enlarge their understanding of the historical past. This degree program is not designed for initial teacher certification. Students in this program are advised by the Department of History.

The department also offers a nondegree professional growth program in which students take graduate courses for personal and professional growth without enrolling in the graduate program.

## Admission Requirements

The Department of History requires a 3.0 grade point average (GPA)

in history and a 2.8 overall GPA for admission to its graduate programs. A statement of professional goals, three letters of recommendation, preferably academic, and a sample of analytical writing that demonstrates proficiency in writing skills also are required. Applicants must have completed undergraduate surveys in U.S. history and world or Western civilization, and an undergraduate course in historical methodology or historical research. Applicants who do not meet the above criteria may be admitted on a provisional basis. Students also may take up to two graduate courses before formal admission to either graduate program.

## Degree Requirements

Students must maintain a minimum GPA of 3.0 and apply for degree candidacy upon completion of 12-18 hours of applicable course work. In both programs candidates must pass written comprehensive examinations at or near the conclusion of their course work. The comprehensive examinations are administered each semester. Those candidates wishing to take the examinations in a given semester should contact the graduate coordinator during the first three weeks of the semester. With approval of the graduate coordinator, candidates also may complete up to two courses in a field related to history. Candidates also may apply towards their degree up to six credits of graduate course work taken elsewhere.

## MASTER OF ARTS IN HISTORY

<b>Curriculum</b>	33 semester hours
<b>Thesis Option</b>	
<b>I. Major field</b>	21 semester hours
Includes thesis (6) and seminar (3)	
<b>II. Minor field</b>	9 semester hours
<b>III. Elective</b>	3 semester hours
Students may take 3-6 semester hours as a related field option to be counted where appropriate above.	

## Nonthesis Option

<b>I. Major field</b>	18 semester hours
Includes seminar (3)	
<b>II. Minor field</b>	9 semester hours
<b>III. Electives</b>	6 semester hours
Students may take 3-6 semester hours as a related field option to be counted where appropriate above.	

## MASTER OF EDUCATION IN HISTORY

<b>Curriculum</b>	36 semester hours
<b>I. Professional education requirements</b>	12 semester hours
(See page 96.)	
<b>II. History courses (under advisement)</b>	18 semester hours
<b>III. HIS 500</b>	3 semester hours
<b>IV. HIS 650, 651, or 652</b>	3 semester hour
<b>V. Electives</b>	3 semester hours
Professional education or academic	

The Department of History has approved the following undergraduate courses for graduate credit when scheduled with the approval of the graduate coordinator or the department's chairperson: HIS 406, 411, 412, 415, 416, 420, 421, 422, 423, 425, 427, 428, 435, 445, 450, 451, 455, 474, and 480. No more than six credits of 400-level course work may be used to satisfy graduate degree requirements.

## COURSE DESCRIPTIONS HISTORY

See also social science (SSC)  
Symbol: HIS

### 500 Methods and Materials of Research in History

(3) Basic techniques and procedures in research;

major types of research and methods for locating, evaluating, and interpreting evidence. The student develops a tentative outline, bibliography, and summary of an investigative procedure. Required of all degree-program students.

### 501 Studies in the History and Culture of South

**Asia (3)** The Indian subcontinent's dominant political, cultural, and economic institutions. Features which contribute to an understanding of modern India and Pakistan.

### 505 Studies in the History and Culture of East Asia

(3) The traditional basis for modern Chinese, Japa-



nese, and Korean societies. The interaction between European and Asian cultures and resulting changes in East Asia.

**509 The Modern Middle East and the West (3)** Recent history of major Middle Eastern societies; Iran and the oil situation; Israel and the Palestinian question; conflicting cultures.

**511 Africa to Independence (3)** Emergence of modern African nationalism against the background of traditional African society and the legacy of European colonialism.

**512 Independent Africa (3)** The post-war experience of Sub-Saharan Africa, viewed in the light of the end of European colonial administration and the growth of an independent African society.

**515 Latin America Since Independence (3)** Pre-Columbian art and thought, scholasticism, mercantilism, the Great Debate, Baroque architecture, Enlightenment, conservatism, liberalism, Romanticism, Modernism, Positivism, Aprismo, Mexican muralists, novel of social protest, existentialism, and music. Lineaments of the Latin-American mind.

**516 Modern Mexico (3)** Mexico during the 19th and 20th centuries; stress on the dramatic transformation of Mexico from early nationhood to modernity in the short period of a century and a half.

**517 "The Indian" in Latin America (3)** Examines indigenous societies 1500-1990s, emphasizing colonial underpinnings of Indian identity, the 19th-century "Indian Problem," and 20th-century indigenous movements.

**520 Racism, Bigotry, Prejudice (3)** Course examines the evolution and roots of human prejudice and bigotry from a variety of perspectives - historical, sociological, and psychological.

**523 History of Germany (3)** Germany in the 19th and 20th centuries: Napoleonic era, rise of Prussia, nationalism and unification, imperialism and World War I, National Socialism, World War II, divided Germany and Reunification.

**530 Problems in Medieval Civilization (3)** Rise and fall of the Byzantine Empire, conquests of the Arabs and Turks, the crusades for the recovery of the Holy Land; the religious orders and the universal aspirations of the Papacy.

**531 The Renaissance (3)** Political, social, and cultural transitions in Italy and Northern Europe, 1350-1550.

**532 The Reformation (3)** Major and minor Protestant leaders and their movements; effects on the evolving nation-states; the Church of Rome's response; Wars of Religion and Treaty of Westphalia; the Scientific Revolution.

**533 Dynastic Europe 17th Century (3)** Compares and contrasts political, economic, and social developments of two major dynastic powers, namely Spain and France, during the 17th century.

**534 The French Revolution and Napoleon (3)** The central themes of the French Revolution, from the origins during the ancient regime to the fall of Napoleon and Congress of Vienna.

**535 Nationalism and Democracy: 1815-1914 (3)** Aftermath and effect of the French Revolutionary era; events brought on by the growth of nationalism and democracy; development of the industrial revolution. Roots of the First World War.

**536 Europe Since 1914 (3)** Twentieth-century Europe, with emphasis on causes of World War I, Europe between World War I and World War II, and problems of contemporary Europe.

**540 The Evolution of Modern Russia (3)** A cultural approach to the historical development of Russia

from the foundation of Kiev to the Revolution of 1917. Emphasis is on Russia's political and aesthetic uniqueness.

**542 Women and Children in Early Modern Europe (3)** Focuses on the private and public life of women and children of diverse social status in various European countries. Special attention is given to changing social, religious, economic, and cultural attitudes and how they affected the lives of women and children.

**543 Jews in Modern European History (3)** This course assesses Jewish life and thought in the context of major European historical developments during the 19th and 20th centuries. Special attention is given to the emancipation and acculturation process and the proliferation of anti-Semitism.

**544 Final Solution in Europe (3)** This course explores the "Final Solution" of the "Jewish Question," the core of the Nazi Holocaust as it was administered in each country in Europe under German occupation during World War II.

**545 Holocaust (3)** The study of steps leading to the Holocaust (1933-1945), the Holocaust itself, and the aftermath. The rise of Nazism is included.

**546 Genocide in Modern History (3)** Case studies of major atrocities of the 20th century, analyzing how and why particular genocides were committed.

**547 Asocials and the Holocaust (3)** This course studies the other victims of the Holocaust: Gypsies, homosexuals, persons with disabilities, Jehovah's Witnesses, and others.

**548 Women and the Holocaust (3)** An examination of women's experiences in Nazi-occupied Europe. Also explores the role of gender in Nazi ideology and in postwar testimonies.

**549 American Perspectives on the Holocaust (3)** A brief history of Jewish people in America with an in-depth study of American reaction to the Holocaust.

**550 Colonial America: 1607-1763 (3)** Development of the 13 colonies of Anglo-America from their settlement to mid-18th century. Emphasis on a conceptual analysis of specific events and problems.

**551 Revolutionary America: 1763-1789 (3)** American development from the mid-18th century to the framing of the Constitution, with emphasis on the causes of the American Revolution and the evolution of American institutions and ideas throughout the period.

**553 The Rise of the New Nation: 1789-1850 (3)** A historiographical approach involving interpretations of the foundations and development of the Federalist Party, emergence of Jeffersonian Democracy, evolution of Jacksonian Democracy, and events of the Middle Period leading to the decade of controversy.

**554 Civil War and Reconstruction: 1850-1877 (3)** The war and its aftermath as the great watershed of United States national history. Emphasis on the conflicting interpretations of the causes, nature, and effects of the Civil War.

**555 Emergence of Modern America: 1876-1930 (3)** The rise of industrial capitalism, urbanization, mass consumer society, and culture, and the impact of modernization on class gender, race relations, governance, and foreign policy.

**556 America Since 1919 (3)** The impact of urbanization and industrialization on society, politics, and economics; the problems of wars - declared and undeclared - and the various policies for peace.

**557 Problems in American Constitutional Development (3)** Selected problems in the development of American constitutional government. The progressive adaptation of the law to a changing social and

economic order. Conflicts such as nationalism versus states' rights, and vested rights versus police power.

**558 History of the Cold War (3)** American foreign policy in Europe, Asia, Latin America, and the Middle East from 1945 to the end of the Cold War. Objectives sought by the United States and the political, military, economic, and social policies pursued during the Cold War.

**559 American Urban History (3)** Research methods and approaches for studying the history of cities in America. Emphasis on quantitative analysis, including studies of urban population, social mobility, and voting patterns.

**561 The Indian in America's Past (3)** The dispossession of the American Indian: land seizures, wars and treaties, cultural contact; customs, mores, economic, and religious life of the Indian; assimilation and preservation of Indian culture.

**601 Directed Readings in American History (3)** A critical examination of significant works on selected topics in the field. PREREQ: Permission of graduate coordinator.

**602 Directed Readings in European History (3)** A critical examination of significant works on selected topics in the field. PREREQ: Permission of graduate coordinator.

**603 Directed Readings in World and Regional History (3)** A critical examination of significant works on selected topics in the field. PREREQ: Permission of graduate coordinator.

**650 Seminar in American History (3)** Selected problems in American history. Subject announced in advance of each semester. PREREQ: HIS 500 and nine graduate credits of history.

**651 Seminar in European History (3)** Selected problems in European history. Subject announced in advance of each semester. PREREQ: HIS 500 and nine graduate credits of history.

**652 Seminar in History of the Non-Western World (3)** Selected problems in non-Western world history. Subject announced in advance of each semester. PREREQ: HIS 500 and nine graduate credits of history.

**660 Field Studies in History (3-6)** A fully supervised learning experience, usually a tour, designed to expose students to the culture, artifacts, and research facilities of a given country or area.

**690 Independent Studies in History (1-3)** Research projects, reports, and readings in history. PREREQ: Approval of department chairperson.

**691 Thesis (6)**

## SOCIAL SCIENCE

Symbol: SSC

**502 Methods and Materials for Teaching Social Studies (3)** Current practices and procedures; organization and planning; the use of classroom, library, and curriculum materials; testing, measurements, and evaluation; bibliographical sources for both teachers and students.

**503 Teaching Holocaust/Genocide Secondary Methods (3)** This course prepares teachers of the Holocaust and genocides in special secondary social studies methods.

**580 Ethnic Cultures Institute (3)** An interdisciplinary offering, the institute considers the contributions of ethnic groups to the culture of the United States. Designed primarily for teachers, community action personnel, and students who wish to increase knowledge and skills for developing meaningful intergroup relationships and improving classroom instruction. Educators and community leaders take part.



## Holocaust and Genocide Studies

409 Main Hall  
West Chester University  
West Chester, PA 19383  
610-436-2789  
610-436-2345

Dr. Friedman, *Director and Graduate Coordinator*

### PROFESSORS

Mary P. Brewster, Ph.D. (*Criminal Justice*)  
Kevin Dean, Ph.D. (*Communication Studies*)  
Jonathan Friedman, Ph.D. (*History*)  
Paul D. Green, Ph.D. (*English*)  
William L. Hewitt, Ph.D. (*History*)  
Lisa Kirschenbaum, Ph.D. (*History*)  
Deborah Mahlstedt, Ph.D. (*Psychology*)  
Jasmine Tamahseb McConatha, Ph.D. (*Psychology*)  
C. Jack Orr, Ph.D. (*Communication Studies*)  
Yury Polsky, Ph.D. (*Political Science*)  
Frauke I. Schnell, Ph.D. (*Political Science*)

### ASSOCIATE PROFESSORS

Margarete J. Landwehr, Ph.D. (*Languages and Cultures*)  
David G. Levasseur, Ph.D. (*Communication Studies*)  
Brian O'Neill, Ph.D. (*Criminal Justice*)  
Christopher Teutsch, Ph.D. (*English*)  
Joan Woolfrey, Ph.D. (*Philosophy*)

### Programs of Study

Holocaust and genocide studies offers a master of arts degree for students who complete the necessary 30 hours in the degree program. For the master's degree, field studies and a thesis are options. A graduate certificate is also offered for students who complete a 15-hour program of study.

### MASTER OF ARTS IN HOLOCAUST AND GENOCIDE STUDIES

The purpose of this program is to provide its graduates with the background and intellectual skills needed to either pursue careers as teachers or as history professionals for work in museums, archives, libraries, and other institutions.

### Admission Requirements

In addition to satisfying the University's general graduate admission requirements, applicants must submit three letters of recommendation and a statement of personal goals.

### Requirements for the M.A. Degree

1. Any history course with a grade of less than 3.0 GPA will not be accepted for credit toward the degree.

2. In order to complete the program, students must pass a written comprehensive examination.

### Curriculum

30 semester hours

#### I. Phase I

9 semester hours

One course to be selected from each of three fields of study from the following list (only one independent study may be applied):  
Communication Studies: COM 503, 505, 507, and 509  
Criminal Justice: CRJ 505  
Philosophy: PHI 512, 590, and 599  
Political Science: PSC 530, 542, and 590  
Professional and Secondary Education: EDF 589  
Psychology: PSY 509, 540, and 543  
Sociology: SOC 590

#### II. Phase II

9 semester hours

Three courses from the following:  
Required: HIS 545 and 546  
Elective: One course from HIS 523, 543, or 602  
Written comprehensive examination  
Recommended language training in area of specialization

#### III. Phase III

6 semester hours

Two courses from the following:  
HIS 520, 523, 536, 543, 544, 547, 549, 660; SSC 503, 540

#### IV. Phase IV

6 semester hours

##### Thesis Option

HIS 691 (6)

Thesis defense

##### Nonthesis Option

Required: HIS 651

Elective\*: One course from EGE 409; ENG 615; HIS 520, 536, 544, 547, 548, 549, 602; SSC 503, 540

Oral examination

### Certificate in Holocaust and Genocide Studies

### Curriculum

15 semester hours

#### I. Required courses

9 semester hours

HIS 545 and 546

One additional course to be selected under advisement.

#### II. Elective courses

6 semester hours

Two courses, to be selected under advisement, from the following:  
COM 503 and 507; CRJ 505; EGE 408-409; ENG 615; HIS 543, 548, 549, 602; PHI 512; PSC 542; PSY 540, 543

### Course Descriptions

Course titles and descriptions in holocaust and genocide studies are listed under the relevant department.

\*The content of these courses may vary from semester to semester. These courses count toward the degree only when the topic has been approved by the program director.

## Kinesiology

206 Sturzebecker Health Sciences Center  
West Chester University  
West Chester, PA 19383  
610-436-2260

Dr. Fry, *Chairperson*

Dr. Atkinson, *Graduate Coordinator, M.S.A. in Sport and Athletic Administration*

### PROFESSORS

Eve Atkinson, Ed.D., *Temple University*  
Frances Cleland, P.E.D., *Indiana University*

Frank F. Fry, D.P.E., *Springfield College*

Monica P. Lepore, Ed.D., *New York University*

Sheri A. Melton, Ph.D., *Louisiana State University*

Karin Volkwein, Ph.D., *University of Tennessee*

### ASSOCIATE PROFESSORS

Kathleen Ellis, Ph.D., *Michigan State University*

John Helion, Ed.D., *Columbia University*

Margaret Ottley, Ph.D., *Temple University*

Paul K. Smith, Ph.D., *Southern Illinois University*

W. Craig Stevens, Ph.D., *Temple University*



John Williams, Ph.D., *University of London*

## ASSISTANT PROFESSORS

Matthew Cummiskey, Ph.D., *Temple University*

David Stearne, Ph.D., *Temple University*

## INSTRUCTORS

Terence Beattie, M.A., *Canisius College*

Edward Kubachka, M.S., *West Chester University*

Mary M. Williams, M.A., *University of London*

## Program of Study

The Department of Kinesiology offers programs leading to a master of science degree in physical education with concentrations in general physical education, and exercise and sport physiology. A master of science in administration degree with a concentration in sport and athletic administration also is offered. The master of science degree in physical education, general physical education concentration (research project track), enriches academic preparation for teaching in the public schools or for obtaining employment in the various professions related to physical education. The master of science degree in physical education, exercise and sport physiology concentration (research report track), enriches academic preparation for working in adult fitness, cardiac rehabilitation, and other clinical programs. Both master of science degrees in physical education (thesis track) are designed primarily to meet the individual needs of graduate students who want to pursue graduate work beyond the master's degree or a career in research. It also may prepare personnel for staff positions in education, government, and industry.

The sport and athletic administration concentration in the master of science in administration program is designed to provide academic preparation for those persons interested in entering the field of sport and athletic administration, and to assist in upgrading the credentials of those persons presently in the fields of sport and athletic administration.

## The Graduate Scholarship

The graduate division of the Department of Kinesiology administers a graduate scholarship. The amount of money awarded may vary somewhat from year to year depending on the funds available.

Selection criteria include scholarship, citizenship and character, leadership, need, and ability in, and/or contribution to, specific areas of health or physical education.

Application forms are available from the Department of Kinesiology, 206 Sturzebecker Health Sciences Center.

## Communication with the Department

All inquiries and other communications regarding the graduate program in physical education should be addressed to the coordinator of graduate studies and sent to the department address found at the beginning of this section.

## Comprehensive Examination

The comprehensive examination for graduate students in physical education is administered twice a year, in early March and late October. Each examination consists of an elective course portion, given for two hours on a Tuesday, and the required course portion, given for two hours on the following Thursday.

Students who want to take the examination must be currently enrolled, admitted to degree candidacy and should have completed all required course work. In addition, students should have completed the majority of their elective requirements. A letter of intent to take the comprehensive examination should be filed with the coordinator of graduate studies. Letters of intent should be filed by February 15 for the March examination or September 15 for the October examination, respectively.

Upon receipt of the letter of intent and with the approval of the coordinator, students will be sent a letter explaining the details, time, and place of the examination.

## MASTER OF SCIENCE PROGRAM

### Concentration in General Physical Education

#### Admission Requirements

In addition to meeting the general requirements for admission to a graduate degree program at West Chester University, applicants must present either a baccalaureate degree earned in their anticipated major area of health or health and physical education, or equivalent preparation in a related field, and the following:

- A. Undergraduate prerequisites:
  1. Human anatomy
  2. Human physiology
  3. Kinesiology
  4. Exercise physiology
- B. Requirements for one of the following tracks:
  1. Thesis track
    - a. GPA: 2.8 or higher on a 4.0 scale
    - b. GRE: 1000 (combined verbal and math) or higher recommended
  - or
  2. Research report track
    - a. GPA: 2.8 or higher on a 4.0 scale
    - b. GRE: 900 (combined verbal and math) or higher recommended
- C. Approval of application by the department graduate committee  
Acceptance recommendations are made by the department graduate committee.

### Certificate in Adapted Physical Education 15 semester hours

The certificate in adapted physical education is designed to meet the adapted physical education National Standards for Competency in Teaching Adapted Physical Education in the public schools.

KIN 579, 582, 583, 584, 586

### Admission to M.S. Degree Candidacy

During the 12 to 15 hours of precandidacy, students must complete any three of the departmental core courses with a minimum GPA for these and all other courses of 3.0. Students must apply for candidacy within one semester after completing 12-15 hours of precandidacy.

#### Requirements for the M.S. Degree

1. Satisfactory completion of the M.S. curriculum with a minimum GPA of 3.0
2. Satisfactory performance on written and/or oral comprehensive examination
3. Successful completion of the thesis or research project
4. Oral defense of the thesis (for thesis track only)

#### Curriculum

- |  |                      |
|--|----------------------|
| <b>I. Degree core</b>  | 33-34 semester hours |
| KIN 572, 580, 585, 600, 601, 602, and 681                          | 21 semester hours    |
| <b>II. Additional degree requirements - Thesis Track</b>           | 12 semester hours    |
| KIN 608 and 610  |                      |
| Electives selected under advisement (6)                            |                      |
| <b>III. Additional degree requirements - Research Report Track</b> | 13 semester hours    |
| KIN 606 and 607  |                      |
| Electives selected under advisement (9)                            |                      |

The thesis proposal must be formally approved during thesis seminar (KIN 608) before the student may register for thesis (KIN 610).



## MASTER OF SCIENCE PROGRAM Concentration in Exercise and Sport Physiology

### Admission Requirements

In addition to meeting the general requirements for admission to a graduate program at West Chester University, applicants must present a bachelor's degree in physical education or related field and the following:

- A. Undergraduate prerequisites:
  1. Human anatomy
  2. Human physiology
  3. Kinesiology
  4. Exercise physiology
  5. Fitness assessment/exercise prescription or electrocardiography and stress testing
- B. Requirements for one of the following tracks:
  1. Thesis track
    - a. GPA: 2.8 or higher on a 4.0 scale
    - b. GRE: 1000 (combined verbal and math) or higher recommended
  - or
  2. Research report track
    - a. GPA: 2.8 or higher on a 4.0 scale
    - b. GRE: 900 (combined verbal and math) or higher recommended
    - c. Approval of application by the department graduate committee

Acceptance recommendations are made by the department graduate committee.

### Requirements for Admission to Degree Candidacy

During the 12 to 15 hours of precandidacy, students must complete any three of the departmental core courses with a minimum GPA for these and all other courses of 3.0. Students must apply for candidacy within one semester after completing 12-15 hours of precandidacy course work.

### Requirements for the M.S. Degree

1. Satisfactory completion of the M.S. curriculum with a GPA of 3.0
2. Satisfactory performance on written and/or oral comprehensive examination
3. Successful completion of the thesis or research project
4. Oral defense of the thesis (for thesis track only)

<b>Curriculum</b>	33-40 semester hours
<b>I. Degree core</b>	16-18 semester hours
KIN 572, 585, 600, 601, 606/607 or 608/610, or STA 512	

<b>II. Concentration core</b>	9 semester hours
KIN 681, 687, and 688	
<b>III. Electives</b>	6-9 semester hours
An additional nine credit hours are required for the research report track (KIN 606/607).	
An additional six credit hours are required for the thesis track (KIN 608/610).	
<b>IV. Internship</b>	6 semester hours
KIN 611 and 612	

Internship experience may be required of students in the research report track who did not have comparable experience as an undergraduate and/or have no work experience in their chosen field of study.

## MASTER OF SCIENCE IN ADMINISTRATION Concentration in Sport and Athletic Administration

### Admission Requirements

In addition to meeting the graduate requirements for admission to a graduate program at West Chester University, applicants must submit scores from the Miller Analogies Test, Graduate Record Examination, or Graduate Management Admissions Test; an essay with a clear focus on career plans; and two letters of reference from professional supervisors that address the applicant's administrative potential. All application materials are to be submitted to the Office of Graduate Studies and Extended Education and labeled: "Attention, M.S.A. Application of (student's name)." Following receipt of these materials, the M.S.A. director will schedule an admissions interview with the applicant.

### Admission to M.S.A. Degree Candidacy

During the 15 semester hours of precandidacy, majors in the sport and athletic administration concentration must complete three of the administrative core courses, and two of the sport and athletic administration core courses with a minimum GPA for these courses of 3.0.

### Requirements for the M.S.A. Degree

1. Satisfactory completion of the M.S.A. curriculum shown below with a minimum overall GPA of 3.0.
2. Satisfactory performance on the written and/or oral comprehensive examination.

<b>Curriculum</b>	34-39 semester hours
<b>I. Administrative core</b>	18 semester hours
ADM 501, 502, 503, 504, 505, and 507	
<b>II. Sport and athletic administration core</b>	15 semester hours
KIN 513, 514, 600, 611, and 612	
<b>III. Electives</b>	6 semester hours
KIN 580, 601, 602, 606, 607, 680, 681, 685, or other electives (under advisement)	

## COURSE DESCRIPTIONS KINESIOLOGY

Symbol: KIN unless otherwise indicated

### 513 Theories and Principles of Sport Management

(3) This course is designed to provide an overview of the management responsibility of the sport administrator, including planning, organizing, staffing, directing, and controlling the sport enterprise. Emphasis will be placed on personnel, financial concerns, facility management, and public relations.

### 514 Problems and Issues in Sport Management

(3) This course is designed to provide an overview of contemporary problems and issues in sport management, including an analysis of sport trends with a review of sport-governing agencies and organizations and their affect on athletic department programs.

### 550 Elementary Physical Education Workshop (3)

Orientation for the teaching of elementary physical education. Principles and practices; appropriate activities for various grade levels.

### 572 Advanced Motor Learning (3)

An investigation

of the theories, research, and practical applications of the processes and conditions involved in the teaching and learning of physical skills.

**579 Inclusive Practices in Adapted Physical Education (3)** This course explores inclusive practices in physical education, observes programs and classes in the field, discusses and debates best practices regarding inclusion in PE, identifies barriers to successful inclusive practices, and identifies philosophical issues in general physical education that impact adapted physical education and students with disabilities. This course will not solve all problems with inclusion. **PREREQ:** Some knowledge of adapted physical education.

**580 Sociological and Psychological Aspects of Sport and Physical Education (3)** Social, psychological, and cultural factors influencing sport and physical education. Discussion of pertinent issues and research applications.

**581 Adapted Physical Education (3)** Techniques for a program of adapted physical education in the public school. Application of activities to benefit the

child with a temporary or permanent disability.

### 582 Assessment and Development of Individualized Programs in Adapted Physical Activity (3)

This course prepares health and physical education teachers to address the needs of children and teens with disabilities through quality assessment; development of physical education; curriculum; establishment of individual, group, and program goals and objectives; adaptation to physical activities; and effective evaluation. Inclusive practices and establishment of recommended criteria for adapted physical education will be included. **PREREQ:** Some knowledge of adapted physical education.

### 583 Medical and Pathological Issues Related to Adapted Physical Activity (3)

This course is designed to familiarize graduate students in physical education or special education with health and medical issues of low-incidence disabilities and the impact these issues have on participation in adapted physical activity programs.

### 584 Disability Sport and Adapted Aquatics (3)

This course provides information about disability



sports, athletics, and competitive adapted activities to physical education professionals. In addition, students will understand the concepts of vertical integration; segregated vs. inclusion sport participation; rules, regulations, and procedures for a variety of adapted and disability sports; and the psychosocial impact of sports on people with disabilities. Also, this course will cover adapted aquatics and provide national credentialing in teacher of adapted aquatics through American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) if prerequisites are met or, if not, the teaching assistant of adapted aquatics credential.

**585 Biomechanics (3)** A review of, or introduction to, the basic principles of biomechanics and the application of those principles to research and teaching.

**586 Professional Issues in Adapted Physical Activity (3)** This course is designed to develop skills needed to be a professional adapted physical educator. Current issues being professionally debated in the field will be discussed, synthesized, and explored, including professional philosophy, technology use, consultation strategies and services in adapted PE, professional and ethical behaviors, confidentiality, collaboration and crossdisciplinary models of service, adapted physical education national standards, and exams. PREREQ: KIN 579, 582, 584.

**587 Contemporary Issues in Adapted Physical Activity: Students in the Autistic Spectrum (3)** Introduction to the issues of adapting physical activities for individuals within the autistic spectrum, including school-based physical education and community-based recreation programs.

**592 Seminar in Sports Medicine (3)** This class requires students to review and research papers on specific and timely topics in sports medicine which they will read prior to class, present, and then have critically reviewed by the instructor and other students. The suggested topics will be subject to change if instructors view additional issues as more current and relevant to athletic training and sports medicine.

**595 Orthopedic Surgical Techniques (3)** A course designed to enhance the sports medicine professionals' knowledge and awareness of common orthopedic surgical techniques. Tissue response to surgical incision and postsurgical rehabilitation considerations will be addressed.

**600 Research Methods in Health, Physical Education, and Recreation (3)** Techniques of research applied to the field of health, physical education, and recreation.

**601 Statistical Design for Research and Evaluation in Physical Education (3)** The practical and theoretical application of the basic concepts of elementary statistics as they relate to evaluative procedures, research, and teaching in physical education.

**602 Advanced Philosophy of Sport and Physical Education (3)** Major philosophical theories of sport. Discussion of various conceptual, movement/aesthetic, and social-political issues.

**603 Professional Literature Seminar (3)** Provides students with the skills necessary to review and critically analyze the professional literature and current findings in physical education; useful for the student planning to conduct research.

**605 Curriculum Trends in Physical Education (3)** Analysis and design of contemporary curriculum models of instruction in K-12 physical education.

**606 Research Project Seminar I (2)** A course for master's candidates who select the report option. Students select a problem for the research report, review literature, develop procedures, and collect data. They are expected to complete the first three chapters of their research reports during Seminar I. PREREQ: KIN 600.

**607 Research Project Seminar II (2)** Master's candidates register for this course after completing Seminar I. In this course, students complete chapters four and five of the research report. PREREQ: KIN 606.

**608 Thesis Seminar (3)** A course for the student who selects the thesis option. The candidate selects a topic, reviews the literature, develops procedures, and prepares a proposal acceptable to the thesis committee. They then register for KIN 610. PREREQ: KIN 600.

**609 Independent Study and Special Projects (1-3)** Students select independent study projects and develop proposals. These projects may be in support of students' research or related to their vocations. The proposals must be accepted and approved by the coordinator of graduate studies in the semester prior to registration for independent study.

**610 Thesis (3)** Students must register for the thesis after completion of KIN 608. One additional enrollment in KIN 610 may be allowed with the approval of the graduate coordinator. PREREQ: KIN 608.

**611-612 Intern Study (3) (3)** For the M.S.A. student in athletic administration who needs or desires practical experience in administering athletic programs. (The student may elect 3-6 credits of internship experience.)

**615 Special Topics (1-3)** In depth study of selected topics current to the interests and needs of professionals serving in the field of kinesiology.

**680 Scientific Principles of Coaching (3)** Recent trends in theories and techniques of teaching sports. Mechanical principles of efficient movement. Research related to competitive performance. Specialists serve as guest panelists.

**681 Advanced Exercise Physiology (3)** Clinical and laboratory use of exercise in evaluating, maintaining, and modifying human physiological processes: growth development, metabolism, and weight control; cardiovascular and respiratory functions in health and disease; and neuromuscular integration and performance. Stress physiology, and training and conditioning.

**685 Women's Exercise and Sports (3)** The physiological, psychological, and sociological effects of exercise and sport on women.

**687 Applied Muscular Physiology (3)** This course is designed to provide an in-depth understanding of the structure and function of skeletal muscle and its responses and adaptations to exercise.

**688 Applied Cardiovascular Physiology (3)** This course is designed to provide an in-depth understanding of the mechanisms underlying cardiovascular function and the effects of acute and chronic exercise on these mechanisms.

**690 Exercise and Older Adults (3)** A course designed to prepare professionals to assess fitness levels of people over age 50 and scientifically design exercise and fitness programs to meet the specific needs of older participants.

**691 Advanced Clinical Exercise Testing and Prescription (3)** An in-depth study of how exercise is used in clinical settings for diagnostic, rehabilitative, and preventive purposes. ACSM guidelines will be emphasized. Designed to prepare the student for the ACSM certification exam (exercise specialist).

**692 Clinical Practicum in Exercise Science (3)** This course provides experience in a clinical setting under the supervision of qualified medical staff. Experiences will include prescription and supervision of exercise for patients in settings such as hospitals and outpatient clinics. PREREQ: Approval of graduate coordinator.

**693 Topics in Sports Medicine (3)** A second-year graduate course covering environmental topics, theory, and practice of evidence-based sports medicine, as well as educational and course assessment concerns for sports medicine professionals.

## SERVICE COURSES

The following courses are open to students in all curricula, with no prerequisite in health or physical education required: KIN 550, 580, 581, 585, 605, 650, 680, and 685.

## SPORTS MEDICINE

Symbol: SMD

**500 Human Gross Anatomy (2)** A regional study of the gross structure of the human body and human cadaver dissection covering the back, upper and lower limbs, head and neck, thorax, abdomen, and pelvis. Emphasis is on the structure and function of the skeletal, muscular, and peripheral nervous systems. Must be taken concurrently with SMD 501. Open to kinesiology students in the master's program. Open to undergraduate athletic training, exercise science, and nursing students with permission of instructor.

**501 Human Gross Anatomy Laboratory (2)** A human cadaver dissection course accompanying SMD 500. The gross structures of the back, upper and lower limbs, head and neck, thorax, abdomen, and pelvis are studied. Must be taken concurrently with SMD 500. Open to kinesiology students in the master's program, undergraduate athletic training, exercise science, and nursing students with permission of instructor.

## Languages and Cultures

109 Main Hall

West Chester University

West Chester, PA 19383

610-436-2700

Dr. Williams, *Chairperson*

Dr. Moscatelli, *Assistant Chairperson*

Dr. Pauly, *Graduate Coordinator*

## PROFESSORS

Erminio Braidotti, Ph.D., *University of Pennsylvania*

Celia Esplugas, Ph.D., *University of Toledo*

Frederick Patton, Ph.D., *University of Pennsylvania*

Rebecca Pauly, D.M.L., *Middlebury College*

Stacey Schlau, Ph.D., *City University of New York*

Andrea Varricchio, Ph.D., *Temple University*



Jerome M. Williams, Ph.D., *Yale University*

## ASSOCIATE PROFESSORS

Charles Grove, Ph.D., *University of Pittsburgh*

Margarete Landwehr, Ph.D., *Harvard University*

Anne-Marie Moscatelli, Ph.D., *Bryn Mawr College*

Michel H. Sage, Ph.D., *University of California, Berkeley*

Alice Speh, Ph.D., *Bryn Mawr College*

Maria Van Liew, Ph.D., *University of California, San Diego*

## ASSISTANT PROFESSORS

Marcos Campillo-Fenoll, Ph.D., *University of Illinois at Urbana-Champaign*

Maria José Cabrera, Ph.D., *Rutgers University*

Cathryn Crosby, Ph.D., *Ohio State University*

Israel Sanz-Sanchez, Ph.D., *University of California, Berkeley*

## INSTRUCTOR

John P. Rosso, M.A., *University of Pennsylvania*

## Programs of Study

The Department of Languages and Cultures offers two degree programs, one leading to the master of education in French or Spanish, and the other to the master of arts in French or Spanish. Admission to either program is through the Office of Graduate Studies and Extended Education. The GRE or the MAT is required for admission to either program. A placement test in the language will be required of all candidates, including native speakers. Applicants must have an undergraduate major in the language, or native fluency and a related four-year university degree or the equivalent. Students in the master's programs may take up to six hours of 400-level courses in the language. Students may transfer in up to six semester hours from another master's degree-granting institution. Candidates for either the M.A. or the M.Ed. are required to pass a comprehensive assessment in the language, although the assessment for the M.Ed. is less comprehensive in scope than for the M.A.

### MASTER OF EDUCATION IN FRENCH OR SPANISH (36 semester hours)

The M.Ed. program requires LAN 500, LAN 503 or LAN 401, and 18 semester hours in the area of concentration. In both languages, the concentration may be designed to the student's particular interests and needs. The remaining 12 semester hours must be taken as graduate

courses in professional and secondary education (see page 96). Currently, the courses required for state secondary certification in foreign languages include EDF 589, EDP 531, EDP 550, EDP 569, EDS 505, and EDT 500. Thus, certification and the M.Ed. totals 54 hours (36 hours of courses plus six hours of certification courses beyond those needed for the M.Ed. and 12 hours of student teaching [EDS 411 and 412]). All M.Ed. students should also consult with the graduate adviser in the Department of Professional and Secondary Education.

The State Board of Education adopted changes that affect all of Pennsylvania's teacher certification programs by adding nine credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or equivalent combination to meet the instructional needs of English language learners. Although these regulatory changes became effective on September 22, 2007, the Pennsylvania Department of Education has not yet developed final requirements for colleges/universities to follow. Therefore, additional program requirements will be developed and incorporated into the certification programs to comply with new regulations that become effective January 1, 2011.

Until further notice, no new students will be admitted to the M.Ed. in German or Latin.

### MASTER OF ARTS IN FRENCH OR SPANISH (30 semester hours)

The M.A. programs in French or Spanish offer either a thesis or a nonthesis option, in addition to the required 21 semester hours of courses in the language. The master's in Spanish also requires SPA 510. The thesis option in both French and Spanish is six semester hours of LAN 610. The nonthesis option in Spanish offers six semester hours of electives, which may be done in the area of concentration or at the graduate level in a second language. The nonthesis option in French includes nine hours of electives, in either LAN courses, the concentration, related areas of study, or at the graduate level in a second language.

The candidate for the M.A. must either pass a reading examination in a second language or take a 400- or 500-level course in that language, as an elective in the 30 hours required. Students who demonstrate graduate-level competence in two languages may take graduate-level courses in the second language as their electives. This dual course of study may be reflected in the exit assessment exam at the student's request.

## COURSE DESCRIPTIONS COURSES COMMON TO ALL LANGUAGES

Symbol: LAN

### 500 Methods and Materials of Research in Second Language Education (3)

Techniques of research in language education, including sources, design, interpretation, evaluation, and reporting of data.

### 502 Second Languages in the Elementary School (3)

Problems in teaching second languages in the elementary school. Curriculum design, bilingual education, classroom techniques, articulation, materials, and testing. Preferably, LIN 501 or equivalent should precede LAN 502.

### 503 Techniques of Second Language Teaching (3)

Advanced course in recent theoretical bases, methods for teaching beginning and advanced levels, curriculum design, and evaluation. PREREQ: LIN 501 or equivalent.

**504 Use of Media in Language Teaching (3)** Role of media in language instruction including the tape recorder, language laboratory, television, and the computer.

**505 Introduction to Bilingual/Bicultural Educa-**

**tion (3)** Introduction to history, philosophy, current status, and future directions of bilingual/ bicultural education. Survey of materials, tests, techniques, instructional processes, and instructional patterns. Overview of testing, placement, and pupil evaluation.

◆ **511 Roman Civilization (3)** Roman civilization and its influences on Europe.

**525 Internship (3-12)** A structured and supervised experience for students wishing to enhance their language study directly in the workplace. Credits earned are based on time spent on the job. For approval, students must apply to the department chair or language section coordinator.

### 527 Introduction to Applied Linguistics for Foreign Language Majors (3)

An introduction to applied linguistics structured to meet the needs of language majors and future world language teachers. Examples are drawn from the languages of expertise of the students.

### 550 Seminar in Methods and Materials of Research in Language and Literature (3)

The principal tools of research in the field of language and literature. Methods of conducting and reporting research, emphasizing correctness of form and mechanics of scholarly writing.

**560 Directed Studies (3)** To provide an opportunity for students to pursue areas of study not regularly provided by the department. Focus of course to be announced when offered.

**580 Seminar in Second Language Education (1-4)** Specialized workshop seminar devoted to a particular area of language education.

**582 Sociolinguistic Issues in ESL/Second Language Education (3)** Introduction to social, historical, legal, and cultural issues influencing minority communities, schools, and homes. Introduction to issues in bilingual education and language programs for immigrants around the world. Crosslisted as ENG 582. PREREQ: LIN 501.

### LAN 583 Second Language Acquisition (SLA)

(3) Introduction to key issues in SLA research and theory. Analysis of SLA studies in connection to second language teaching. Design of original mini-study of second language learning. Crosslisted as ENG 583. PREREQ: LIN 501.

**585 Institute in Second Language Education (4-8)** In-depth study of a particular area of language education.

◆ This course may be taken again for credit.



**590 Independent Study (1-3)****600 Research Report (1-2)****610 Thesis (6)****612 Assessment of ESL/Second Language**

**Students (3)** Selection, evaluation, adaptation, and creation of assessment instruments for ESL/second language students. Practice administering tests and interpreting results. Overview of issues in assessing second language students. Crosslisted as ENG 612. PREREQ: LIN 501. See also Linguistics (LIN).

**FRENCH**

Symbol: FRE

**501 Commercial French (3)** A study of French economic and business systems, with extensive practice in business correspondence.

**510 French Theater (3)** Principal French dramatists analyzed against the social, political, literary, and critical backgrounds of their age.

**511 Modernism in French Literature (3)** Close consideration of some prime innovative texts of fiction, poetry, film, and polemic as manifestations of the spirit and aesthetic of modernism.

**512 French Narrative (3)** A study of prose texts, their ethos, and their narrative techniques, from the epics and contes of the Middle Ages to the experimental works of the late 20th century.

**513 French Poetics (3)** An intensive survey of French poetry, its theory and practice, using models drawn from the whole tradition, from Villon to Bonnefoy.

**514 Contemporary France (3)** A study of France since 1945, with emphasis on current events and social changes.

**515 French Civilization (3)** A study of France since 1789, with emphasis on social, political, economic, and educational institutions.

**516 Writing Literary Criticism: Theory and**

**Practice (3)** Study of various fields of literary theory, including structuralism, semiotics, Marxism, narratology, psychoanalytic criticism, and deconstruction. Techniques of textual interpretation.

**◆ 520-521-522 Topics in French Literature and**

**Language (3)** Course topics courses will vary by semester and instructor, and may include titles such as genre studies, film study, women writers,

francophone writers, the study of literary periods or movements, and structural and applied linguistics.

**523 Translation Techniques (3)** A theoretical and practical study of modes of lexical and syntactic transposition, from L1 to neutral zone to L2. Extensive practical exercise in diverse types of translation.

**SPANISH**

Symbol: SPA

**510 Spanish Phonetics and Applied Linguistics**

**(3)** A study of Spanish morphology, phonology, and syntax (sound, word, sentence formation). The structure of the language will be studied from a theoretical and practical perspective.

**512 Advanced Spanish Grammar and Stylistics (3)**

An informal, rapid review of Spanish grammar, with emphasis on problems fundamental to the American classroom. Exercises include idiomatic expression, various levels of style, and translation.

**514 The Hispanic World (3)** Major philosophical and artistic contributions of the Hispanic world to Western civilization. The social and economic institutions of the Hispanic world.

**520 Medieval and Renaissance Literature (3)**

Analysis of major Spanish texts and authors from 1100-1500, including Mío Cid, la Celestina, Alfonso X, Manrique, Don Juan Manuel, Berceo, Encina, and Juan Ruiz.

**530 Spanish "Comedia" of the Golden Age (3)**

Survey of the comedia before Lope de Vega; the contributions of Lope de Vega; Tirso de Molina and Ruiz de Alarcón; the Baroque theatre of Calderón de la Barca.

**532 Spanish Literature of the Golden Age (3)**

Novel and poetry. Spanish literature of the 16th and 17th centuries: mysticism, poetry, novel.

**533 Cervantes (3)** Life and works of Miguel Cervantes Saavedra: Novelas ejemplares, Ocho comedias y otro entremeses, La Numancia, La Galatea, all of which lead to the study of the meaning, philosophy, and influence of Don Quixote.

**535 19th-Century Spanish Literature (3)** An analysis of the major movements of the century, including Romanticism, "Costumbrismo," Realism, and Naturalism.

**536 The Generation of 1898 (3)** The revitalizing forces which took hold in the late 19th century, and

a study of the works of Unamuno, Azorín, Menéndez Pidal, Pio Baroja, Valle Inclán, Benavente, Martínez Sierra, and Rubén Darío.

**537 20th-Century Spanish Literature (3)** Introduction to representative works of 20th-century Spanish literature. Authors studied include Arrabal, Cela, Delibes, Lorca, Goytisolo, Matute, Sender, and others.

**541 Colonial Latin American Literature (3)** A study of colonial Latin American literature within the context of conquest and colonization, with emphasis on religious, historical, and literary aspects of the New World as seen through primary authors and readings.

**542 Modern Latin American Literature (3)**

Spanish-American literature, thought, and culture as revealed in outstanding works representative of major authors and movements from the Independence to 1950 (including Romanticism, Modernism, Regionalism, and avant garde).

**543 Contemporary Latin American Literature (3)**

A study of major authors and literary movements in contemporary Latin America, including magical realism, theatre of the absurd, and poetic movements.

**544 Latin American Theatre (3)** A study of theatre as a reflection of social realities and of dramatic movements and techniques in Latin America. The cultural history of the Latin American stage also will be examined.

**545 The Latin American Novel (3)** The development of the novel in Latin America. The colonial period, the period of independence, the romantic period; realism, modernism, criollismo, and naturalism.

**547 Hispanic Women Writers (3)** An examination of representative women authors and their prose, poetry, and theatre from the 17th century to the present in Spain and Spanish America.

**549 Masterpieces and Movements in Spanish Literature (3)** A seminar on the development of Spanish thought and artistic expression through selected masterpieces of literature and art.

**◆ 556 Seminar I (3)****◆ 557 Seminar II (3)**

◆ This course may be taken again for credit.

## Leadership for Women

509 Main Hall

West Chester University

West Chester, PA 19383

610-436-2438 (M.S.A. Office)

610-436-2464 (Women's Studies Office)

Dr. Bernotsky, *Program Concentration Adviser*

*Director, Master of Science in Administration*

Dr. Bacon, *Director, Women's Studies*

**PROFESSORS**

Lorraine Bernotsky, D.Phil. (*Political Science*)

Celia Esplugas, Ph.D. (*Languages and Cultures*)

Anne Herzog, Ph.D. (*English*)

Lisa Kirschenbaum, Ph.D. (*History*)

Deborah Mahlstedt, Ph.D. (*Psychology*)

Geetha Ramanathan, Ph.D. (*English*)

Stacey Schlau, Ph.D. (*Languages and Cultures*)

Frauke Schnell, Ph.D. (*Political Science*)

Karin Volkwein, Ph.D. (*Kinesiology*)

**ASSOCIATE PROFESSORS**

Jen Bacon, Ph.D. (*English*)

Juanita Comfort, Ph.D. (*English*)

Virginia DaCosta, Ph.D. (*Art*)

Karen Fitts, Ph.D. (*English*)

Susan Gans, Ph.D. (*Psychology*)

Karen Gedge, Ph.D. (*History*)

Rodney Mader, Ph.D. (*English*)

Lisa Millhous, Ph.D. (*Communication Studies*)

Merry G. Perry, Ph.D. (*English*)

Cherise Pollard, Ph.D. (*English*)

Ruth Porritt, Ph.D. (*Philosophy*)

Eleanor Shevlin, Ph.D. (*English*)

Carolyn Sorisio, Ph.D. (*English*)

Maria VanLiew, Ph.D. (*Languages and Cultures*)

Joan Woolfrey, Ph.D. (*Philosophy*)

K. Hyoejin Yoon, Ph.D. (*English*)

**ASSISTANT PROFESSORS**

Robin Garrett, M.S.N. (*Nursing*)



Lisa C. Ruchti, Ph.D. (*Sociology and Women's Studies*)  
LaTonya Thames-Taylor, Ph.D. (*History*)

Leadership for women is available as a concentration within the master of science in administration program or as a graduate certificate. It addresses organizational power, which sometimes is inequitable for men and women of equal training and talent. It recognizes that women who seek to advance to leadership positions often become change agents within the organization, and sometimes within their families and community as well.

This concentration consists of four required and two elective courses. The required courses involve reading and study of feminist perspectives on initiating, responding to, and managing change. They examine theories and practices that clarify values. They contain models and strategies for resolving the conflicts and logistical dilemmas vital to a successful administrative career that differs from conventional sex role ascription of status and power.

Students in other M.S.A. concentrations also may take these required courses.

## MASTER OF SCIENCE IN ADMINISTRATION

### Concentration in Leadership for Women

<b>Curriculum</b>	36 semester hours
<b>I. Administrative core</b>	18 semester hours
ADM 501, 502, 503, 504, 505, 507	
<b>II. Concentration requirements</b>	12 semester hours
PSY 565; WOS 530, 531, and 533	
<b>III. Electives</b>	6 semester hours

## COURSE DESCRIPTIONS

### PSYCHOLOGY

Symbol: PSY

**565 Psychology of Women (3)** Develops a scientific and rational understanding of the behavior and experience of women.

### WOMEN'S STUDIES

Symbol: WOS

**502 Special Topics (3)** In-depth study of selected topics in women's studies not included under existing, regularly offered courses.

**530 Women in Leadership: Critical Issues (3)** Survey of the literature that defines and discusses critical issues for the woman leader. Some issues center around lifestyle choices and conflicts (loneliness, family pressure) and others around organizational barriers and alternative means to overcome them.

**531 Management of Leadership: Laboratory Course (3)** The study and practice of alternative leadership modes. The course uses workshop techniques to teach speech, small-group dynamics, and other communication skills, and problem-solving strategies.

**533 Woman Executive: Research Seminar (3)** A seminar that requires each student to complete an original project on the goals, problems, choices, or successes of women in middle- or upper-level management positions. The use of case studies, surveys, oral history, and other research techniques will be explored. An appropriate internship may be substituted for this course.

◆ **539 Independent Study (3)** A project to be developed independently by the student working with a specific instructor.

◆ This course may be taken again for credit.

The student, with the approval of the adviser, chooses two electives appropriate to specific career interests. Examples include ADM 612, ENG 508, GEO 530, PSC 515 and 552, WOS 502 and 539.

See the department listings for course titles and descriptions.

### Leadership for Women Certificate Program

In the leadership for women certificate program, students are required to take the four, three-credit courses listed below and two electives, chosen with the help of the graduate coordinator of the M.S.A. leadership for women concentration.

<b>Curriculum</b>	18 semester hours
<b>I. Required courses</b>	12 semester hours
PSY 565; WOS 530, 531, and 533	
<b>II. Electives</b>	6 semester hours
Two electives may be chosen under advisement from a wide variety of graduate courses at West Chester University. Specific selection will depend upon the student's interest and need. Among those students may wish to consider are the following: ADM 501, 502, 503, 504, 505, 506; BLA 501; COM 501, 503, 504; ENG 508; MGT 511, 599; MIS 501; PSC 515; PSY 543; WOS 502.	

See the department listings for course titles and descriptions.

Courses in the leadership for women certificate program are offered on a regular schedule during late afternoon and evening hours in order to minimize conflict with employment. Courses also may be offered on a special alternative schedule that includes weekend and workshop sessions.

## Linguistics

538 Main Hall  
West Chester University  
West Chester, PA 19383  
610-436-2269  
Dr. Godfrey, *Coordinator*

### PROFESSORS

Garrett Molholt, Ph.D. (*English*)  
Frederick R. Patton, Ph.D. (*Languages and Cultures*)  
Paul Stoller, Ph.D. (*Anthropology and Sociology*)

### ASSOCIATE PROFESSORS

Dennis L. Godfrey, Ph.D. (*English*)

Charles E. Grove, Ph.D. (*Languages and Cultures*)  
Andrea Varricchio, Ph.D. (*Languages and Cultures*)

### ASSISTANT PROFESSORS

Maria José Cabrera, Ph.D. (*Languages and Cultures*)  
Cathryn Crosby, Ph.D. (*Languages and Cultures*)

Although West Chester presently offers no graduate degree in linguistics, students interested in developing a concentration in this area may elect courses from the following list or from additional related courses offered by the departments of Communication Studies, Communicative Disorders, English, Languages and Cultures, and Philosophy. For additional information, consult the coordinator.

## COURSE DESCRIPTIONS

### LINGUISTICS

Symbol: LIN

**501 Introduction to Linguistics (3)** Basic concepts

of language description, classification, change, reconstruction, dialectology, and sociolinguistics.

**503 Phonology and Morphology (3)** Phonetics, phonemics, morphophonemics, and the morphological composition of words.

**504 Syntax (3)** A comparative study of the various modern approaches to the study of grammar. PRE-REQ: ENG 575 or LIN 501.

**505 Transformational Grammar (3)** Basic concepts of transformational theory and their application in



teaching. PREREQ: ENG 575 or LIN 501.

**506 Meaning in Language (also PHI 506) (3)** See PHI 506.

**512 Descriptive Linguistics (3)** Analysis of the phonemic, morphological, and syntactic features of typologically divergent languages. Procedures for eliciting linguistically relevant data about a language from a native speaker. PREREQ: LIN 503.

**515 Language, Thought, and Behavior (also COM**

**515) (3)** See COM 515.

**523 Philosophy of Language (also PHI 523) (3)** See PHI 523.

**540 Sociolinguistics (3)** The study of language in its social context: the ethnography of communication; language and society, social classes, ethnic groups, politics, sex, and education. PREREQ: LIN 501 or permission of instructor.

**555 Psycholinguistics (3)** A study of the relation-

ships between language and thought. Models of language, communication theory, and learning theory. Emphasis on natural language development and bilingualism.

**580 Language and Culture (3)** Language as an aspect of culture; linguistic-perceptual-cognitive categories; social and psychological aspects of language. PREREQ: LIN 501 or permission of instructor.

**590 Independent Study (1-3)**

## Literacy

108 Recitation Hall  
West Chester University  
West Chester, PA 19383  
610-436-2877

Dr. Mayor, *Chairperson*  
Dr. Szabo, *Graduate Coordinator*

### PROFESSORS

Dena Beeghly, Ed.D., *University of Georgia*  
Daniel Darigan, Ph.D., *University of Oregon*

### ASSOCIATE PROFESSORS

Susan Caroff, Ph.D., *Purdue University*  
Kevin W. Flanagan, Ph.D., *University of Virginia*  
Scott C. Greenwood, Ed.D., *Lehigh University*  
Sunita Nayar Mayor, Ed.D., *University of Cincinnati*  
Robert J. Szabo, Ed.D., *Lehigh University*

### ASSISTANT PROFESSORS

Diane Santori, Ed.D., *University of Pennsylvania*  
Heather Ruetschlin Schugar, Ph.D., *University of Maryland*  
Carol A. Smith, Ed.D., *Widener University*

### Programs of Study

The Department of Literacy offers the master of education degree with a major in reading and reading specialist certification. Students who complete either program are recommended for Pennsylvania certification as a reading specialist. These programs prepare candidates to serve in reading specialist positions and as classroom teachers of reading in elementary or secondary schools.

In 1997, the Pennsylvania State Board of Education implemented revisions to the Pennsylvania School Code. These revisions require all students who apply for Pennsylvania reading specialist certificates to pass competency tests.

As changes are made in requirements for reading specialist certification, it is the student's responsibility to satisfy the new requirements.

### Admission Requirements

1. Applicants are expected to have an undergraduate degree from an accredited college or university. In addition, they must meet an undergraduate grade point average (GPA) entry requirement of 3.0 on a scale of 4.0 calculated on the last 48 credits earned. The total cumulative undergraduate GPA must be at least 3.0. Students who cannot meet this requirement must take either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). A satisfactory score as determined by the department on the GRE or MAT will demonstrate a student's academic competence in lieu of the required GPA.
2. Applicants must possess initial teaching certification.
3. Applicants must submit three letters of professional recommendation.

### Formal Admission to Reading Specialist Certification Program (for Reading Specialist Certification Candidates)

1. Students must meet the above program entry requirements.
2. Students must file a form in the Certification Office listing required courses for certification.

### Precandidacy Requirements (for M.Ed. Candidates Only)

1. Students must apply for candidacy after the completion of 15 credits.
2. Courses required within the precandidacy period include EDR 505, 507, 509, 512, and one additional course from the prescribed program.
3. Students must maintain an overall GPA of 3.0 during the precandidacy period.

### Degree Requirements

In addition to meeting degree requirements of the University, the candidate must

1. Successfully complete 30 credits in literacy and six additional credits in professional education. Workshops will not be accepted to satisfy this requirement.
2. Achieve an overall GPA of at least 3.0.
3. Perform satisfactorily on the comprehensive examination in reading. Students are responsible for meeting all requirements within the specified time.

### The Comprehensive Examination

Students are eligible for the comprehensive examination after they have completed all reading courses and have maintained a cumulative GPA of 3.0 or higher. The examination is given the first Saturday in February, the last Saturday in June, and the first Saturday in October. Application for the examination must be made in writing to the graduate coordinator by December 1 for the February examination, April 1 for the June examination, and July 1 for the October examination. Candidates who fail the comprehensive examination are permitted one re-examination within a two-year period. Candidates who fail the re-examination are dropped from the degree program.

### MASTER OF EDUCATION IN READING

#### Curriculum

36 semester hours

#### I. Professional education requirements

6 semester hours

Two courses, chosen under advisement, from the following:  
EDA 511, 541; EDE 551; EDF 501, 510, 589; EDP 550, 569;  
EDT 500; EDR 545, 604; LAN/ENG 586

#### II. Reading education requirements

30 semester hours

EDR 505, 507, 509, 512, 514, 515, 516, 519, 532, and 541

### Reading Specialist Certification

30 semester hours

Requirements for the certification program:



1. The student must possess an Instructional I Certificate.
2. Courses required within the first 15 credits are EDR 505, 507, 509, 512.
3. The student must maintain an overall GPA of 3.0.
4. In order to obtain the certificate, the student must successfully complete the reading education courses listed as part of the M.Ed. in reading program. The student is not required to take the two courses in professional education.
5. The student must perform successfully on the comprehensive examination.
6. Students must pass the competency test (Praxis) required by the Pennsylvania Department of Education.

## COURSE DESCRIPTIONS

### LITERACY

Symbol: EDR

**505 Orthographic Knowledge, Language, and Literacy Development (3)** The purpose of this course is to acquaint students with the development of orthographic knowledge from its earliest awareness to its full fruition and its relation to language and literacy acquisition and instruction. Students will learn how to assess children's orthographic knowledge and use this knowledge to plan instruction. Each student will assess and tutor a child over the course of a semester.

**507 Comprehension and Vocabulary: Development and Instruction (3)** This course introduces students to the theoretical bases of comprehension and vocabulary development. Best practices in teaching, supporting, and assessing comprehension and vocabulary will be an integral part of the course.

**509 Writing Development and Instruction (3)** Strategies for teaching the language arts. Methods, materials, and resources for organizing creative programs in school settings. This course is crosslisted as EDE 509.

**510 Foundations of Reading Instruction: K-12 (3)** Psychology and pedagogy of reading instruction. The nature of the reading process, the nature of the learner, skill development, instructional strategies.

**512 Literacy Practicum and Seminar I (3)** The focus is on practical techniques for recording and representing literacy learning, and understanding the effects different instructional techniques have on student learning. Major attention is given to understanding a child's language and literacy development, and planning and carrying out appropriate instruction for that child. Students will use a variety of formal and informal assessments to design an individual instructional program. An extra hour of tutoring beyond classroom time is required. PREREQ: EDR 505, 507, 509.

**514 Reading in the Content Areas (3)** Reading skills, reading problems, teaching techniques, and reading activities in content subjects at the elementary and secondary levels. PREREQ: EDR 505, 507, 509.

**515 Teaching Reading with Children's and Adolescents' Literature (3)** Based on the philosophy that literature should be an integral element of reading programs. The emphasis is on fostering wide reading and response to literature in K-12 reading programs. Students will learn instructional strategies and develop materials and a selected bibliography. PREREQ: EDR 505, 507, 509.

**516 Problems in Literacy Development (3)** The purpose of this course is to acquaint the student with the theoretical bases and the nature of differences in literacy development. The developmental nature of literacy growth and the importance of instruction within students' zone of proximal development will be explored. Students will investigate how literacy differences are influenced by social, emotional, psychological, physical, and educational factors. Best practices in teaching, supporting, and assessing students with literacy differences will be an integral part of the course. An extra hour of tutoring beyond classroom time is required. PREREQ: EDR 512, 514, 515.

**517 Current Practices in Teaching Developmental and Corrective Reading (3)** Developmental and corrective reading instruction. Attention is given to diagnostic procedures and resulting appropriate instruction. PREREQ: EDR 510, 516.

**519 Issues of Diversity in Teaching Reading (3)** Historical, cultural, and educational contexts of literacy, language, and learning as they relate to reading instruction. PREREQ: EDR 512, 514, 515.

**523 Reading as a Language Process (3)** Basic concepts from areas of phonology, morphology, syntax, semantics, sociolinguistics, dialectology, and psychology will be related to the teaching of reading in grades K-12.

**526 Emerging Literacy and Beginning Reading: A Whole Language Approach (3)** Concerned with young children's literacy development from preschool through the primary grades. Emphasis on instructional recommendations and implementations for a range of abilities. Included are supervised one-on-one and/or small group teaching experiences. PREREQ: 510 or permission of instructor.

**532 Literacy Practicum and Seminar II (3)** A laboratory course in assessment and instruction of independent readers/writers. PREREQ: EDR 516, 519.

**535 Language, Learning, and Literacy (3)** The developmental nature of language and the critical links between language, learning, and literacy. Major theories of language and literacy and links to practice. Individual variation, class, gender, dialect, and ethnicity related to language and literacy.

**540 Seminar in Reading (3)** Critical examination of trends, opinions, and current research in the teaching of reading. PREREQ: EDR 516 or permission of instructor.

**541 Organization and Supervision of Literacy Programs: K-12 (3)** Development, organization, and supervision of literacy programs K-12. Emphasis is on the use of the total school community in meeting

## Literacy Certificate

18 semester hours

The literacy certificate is an 18-credit graduate certificate (not a teaching certification). Admission requirements are the same as for an M.Ed. in reading. Courses required are EDR 505, 507, 509, 512, 514, and 515. Credits earned for the literacy certificate may be applied to an M.Ed. in reading and/or reading specialist certification.

## Literacy Coaching Certificate

12 semester hours

Admission requirements include an undergraduate GPA of 3.0 or above, two letters of recommendation, Instructional II Certificate, reading specialist certification, and a minimum of three years' successful teaching experience.

Required courses are EDE 605 and EDR 602, 604, and 606.

individual needs. PREREQ: EDR 516, 519.

**542 Seminar in Reading Research (3)** Practical application of the reading specialist role in organizing and operating a school literacy program in a K-12 environment. PREREQ: EDR 532 or permission of instructor.

**545 Literacy Development for Students with Disabilities in Inclusive Classrooms (3)** This course is designed to help students understand literacy acquisition and development for students with disabilities. The course will focus on the challenges that reading and writing pose for students with disabilities, and resulting appropriate assessment and instructional techniques. Response to Intervention Tier 1 and Tier 2 instruction will be addressed. Content area literacy for students with disabilities will be included.

**549 Theory and Trends in the Language Arts (3)** Analysis and evaluation of language arts programs, including reading in the modern elementary school. PREREQ: EDE 548. This course is crosslisted as EDE 549.

**590 Independent Study (1-6)** Individual investigation and exploration of related reading research. Topic must be approved by the supervising instructor prior to registration.

**591-598 Workshop in Literacy Education (1-6)** Literacy education workshops will focus on different aspects of literacy instruction. Specific topics will be announced in advance.

**602 Literacy Coaching and Professional Development (3)** Students will examine the roles of literacy coaches, approaches to coaching, and their underlying conceptual frameworks. Topics will include conducting coaching cycles, collaborating and providing support to teachers, analyzing and designing literacy programs, designing and implementing needs-based professional development.

**604 Literacy Program Evaluation and Data Analysis (3)** This course is designed to help literacy coaches understand how school personnel use large-scale reading assessment data to make instructional and administrative decisions. This course will focus on the collection, analysis, interpretation, and communication of reading assessments administered at the school, state, national, and international level.

**606 Practicum and Seminar in Literacy Coaching (3)** Participants will learn how to conduct model lessons, collect data on teachers' professional development and students' instructional needs, and apply the coaching cycle to promote continuous improvement of literacy instruction in a supervised practicum setting.



## Management—See Business

## Marketing—See Business

### Mathematics

25 University Avenue, Room 101

West Chester University

West Chester, PA 19383

610-436-2440

Dr. Jackson, Chairperson

Dr. Marano, *Assistant Chairperson*

Dr. Kerrigan, *Graduate Coordinator*

610-436-2351

#### PROFESSORS

Gail M. Gallitano, Ed.D., *Columbia University*

Frank Grosshans, Ph.D., *University of Chicago*

John J. Kerrigan, D.Ed., *Temple University*

Randall H. Rieger, Ph.D., *University of North Carolina*

Waclaw Szymanski, D.Sc., *Polish Academy of Sciences*

Lin Tan, Ph.D., *University of California, Los Angeles*

Paul Wolfson, Ph.D., *University of Chicago*

#### ASSOCIATE PROFESSORS

Robert Gallop, Ph.D., *Drexel University*

Peter L. Glidden, Ph.D., *Columbia University*

Shiv K. Gupta, Ph.D., *Case Western Reserve University*

Kathleen Jackson, Ed.D., *Temple University*

Clifford Johnston, Ph.D., *Temple University*

Lisa Marano, Ph.D., *Lehigh University*

Joseph Moser, M.S., *Purdue University*

Viorel Nitica, Ph.D., *Pennsylvania State University*

#### ASSISTANT PROFESSORS

Michael Fisher, Ph.D., *Lehigh University*

Scott McClintock, Ph.D., *University of Kentucky*

James McLaughlin, Ph.D., *University of Illinois*

Scott Parsell, Ph.D., *University of Michigan*

Rosemary Sullivan, Ph.D., *Lehigh University*

Peter Zimmer, Ph.D., *University of Kansas*

#### Programs of Study

The Department of Mathematics offers the master of arts degree with options in mathematics and mathematics education, the master of science degree in applied statistics, and a certificate in applied statistics.

#### MASTER OF ARTS IN MATHEMATICS

The mathematics option is for students interested in furthering their mathematical background. It provides the foundation for continued work in mathematics leading to the Ph.D. in mathematics.

The mathematics education option is directed to teachers of mathematics who wish to strengthen their background in mathematics and mathematics education; in addition, it provides the foundation for doctoral programs in mathematics education.

#### Admission to the M.A. Program

##### Mathematics Education Option

In addition to meeting the basic admission requirement of the University, applicants must have a bachelor's degree with a mathematics major. Applicants must schedule an interview with the graduate coordinator prior to enrollment. Deficiencies, as determined by the graduate coordinator, may be removed by successfully completing appropriate course(s). Applicants must submit scores for the general section of the Graduate Record Examination (GRE).

#### Mathematics Option

In addition to meeting the basic admission requirements of the University, applicants must schedule an interview with the graduate coordinator prior to enrollment. Applicants must have a minimum of 30 semester hours of mathematics, including a full treatment of calculus, at least one advanced undergraduate course in modern algebra, and one in advanced calculus. Deficiencies in these areas may be removed by successfully completing appropriate courses. Applicants must submit scores for the general section of the GRE.

#### Requirements for the M.A. Degree

In addition to completing the course requirements shown below, candidates must either pass a comprehensive examination or submit a thesis.

<b>Mathematics Education Option</b>	33 semester hours
<b>I. One three-credit course in each</b>	12 semester hours
MTE 507, 508, 512, 604	
<b>II. One three-credit course in each</b>	15 semester hours
MAT 515, 521, 532, 545, and STA 505	
<b>III. Two three-credit electives</b>	6 semester hours
One to be a continuation of real analysis, algebra, or geometry.	
One to be chosen from: MAT 503, 514, 516, 533, 546, 570, 575, or STA 506 (Elective courses to be scheduled in advance on a rotating basis.)	

<b>Mathematics Option</b>	33 semester hours
<b>I. One three-credit course in each</b>	18 semester hours
MAT 515, 516, 545, 546, 575, and an approved course in statistics or applied mathematics	
<b>II. MAT or STA electives</b>	15 semester hours
Chosen from MAT or STA course offerings (except MAT 503 and MAT 541).	
After 27 credits have been completed, the student selects either two more courses or the thesis option (MAT 609 and 610).	

#### Applied Statistics

Dr. Rieger, *Program Director*

Vital to a wide variety of disciplines, applied statisticians have found employment in pharmaceutical research and development, government public policy, economic forecasting and analysis, psychometrics, public health research, and many other areas. The mission of the program in applied statistics is to train students to possess the skills necessary for immediate employment and/or provide a course of study that would make further (doctoral) study in statistics, biostatistics, biomathematics, or other related fields feasible. The program provides strong training in statistical analysis and programming, design of scientific studies, and the ability to communicate statistical concepts.

#### Admission to the M.S. Program

In addition to meeting the basic admission requirements of the University, applicants must have knowledge of calculus and linear algebra. Deficiencies, as determined by the program director, may be removed by successfully completing appropriate course(s). Borderline candidates for admission may be required to present GRE scores at the discretion of the program director.

#### Admission to the Certificate Option

In addition to meeting the basic admission requirements of the University, applicants must have at least one undergraduate level (or higher) course in statistics. Deficiencies, as determined by the program director, may be removed by successfully completing an appropriate course.



## MASTER OF SCIENCE IN APPLIED STATISTICS

After admission to the program, students will be allowed to select the thesis or nonthesis track for the M.S. in applied statistics. The thesis option replaces one of the elective classes and STA 531 with a six-credit thesis, to be initiated after the completion of STA 505 and STA 506.

<b>Curriculum</b>	32 semester hours
<b>Nonthesis Option</b>	32 semester hours
<b>I. Required</b>	26 semester hours
STA 505, 506, 507, 511, 512, 513, 514, and 531	
<b>II. Electives</b>	6 semester hours
Two, three-credit electives from a selected area of concentration or STA 601 and one additional three-credit electives from a selected area of concentration	

<b>Thesis Option</b>	32 semester hours
<b>I. Required</b>	29 semester hours
STA 505, 506, 507, 511, 512, 513, 514, 609, and 610	
<b>II. Electives</b>	3 semester hours
One three-credit elective from a selected area of concentration or STA 601	

## Certificate in Applied Statistics

<b>Curriculum</b>	19 semester hours
<b>I. Required</b>	13 semester hours
STA 507, 511, 512, 514	
<b>II. Electives</b>	6 semester hours
Two courses from a selected area of concentration	

## COURSE DESCRIPTIONS MATHEMATICS

Symbol: MAT

**503 History of Mathematics (3)** Development of mathematics from prehistoric time to present. Emphasis on changes in the mainstreams of mathematical thought through the ages.

**513 Linear Algebra (3)** Vectors, vector spaces, determinants, linear transformations, matrices, and bilinear and quadratic forms.

**514 Theory of Numbers (3)** Elementary number theory and selected topics in analytic number theory.

**515 Algebra I (3)** Elements of abstract algebra, groups, commutative ring theory, modules, and associative algebras over commutative rings.

**516 Algebra II (3)** A continuation of MAT 515. Vector spaces, representation theory, and Galois theory. PREREQ: MAT 515.

**521 Discrete Mathematics and Graph Theory (3)** Techniques of problem solving, including the use of binomial coefficients, generating functions, recurrence relations, the principle of inclusion exclusion, and Polya's Theorem.

**532 Geometry I (3)** This course is a rigorous introduction to geometry from a transformational point of view, emphasizing Euclidean, hyperbolic, and/or projective geometry. Other topics such as Spherical geometry, symplectic geometry, or Affine geometry may be included if time permits.

**533 Geometry II (3)** A study of geometry using calculus as our main tool. The course covers the basics of differential geometry – parametrizations, tangent spaces, curvature, geodesics – leading to Stokes theorem and the Gauss-Bonnet theorem. Several examples will be studied in depth, including the sphere and the projective plane (which were introduced in the first course).

**535 Topology (3)** A rigorous treatment of filters, nets, separation axioms, compactness, connectedness, and uniform spaces.

**541 Advanced Calculus (3)** For students with background deficiencies in analysis. Ordinary and uniform limits; sequences of functions; and the Riemann integral.

**545 Real Analysis I (3)** A rigorous study of real-valued functions of real variables. PREREQ: MAT 541 or equivalent.

**546 Real Analysis II (3)** Continuation of MAT 545. PREREQ: MAT 545.

**570 Mathematical Models in the Life, Physical, and Social Sciences (3)** Techniques and rationales of model building. Applications to the life, physical, and social sciences.

**572 Proseminar (3)** Seminar in generating and solving problems in mathematics.

**575 Complex Analysis I (3)** A rigorous study of complex-valued functions of complex variables.

**593 Topics in the History of Mathematics (3)** Specialized topics in the history of mathematics announced at the time of offering. PREREQ: Permission of instructor.

**595 Topics in Mathematics (3)** Topics announced at time of offering. Offered as needed. PREREQ: Permission of instructor.

**609 Thesis I (3)** Conduct literature search, develop thesis proposal, and begin research under the guidance of a mathematics faculty member. Offered as needed.

**610 Thesis II (3)** Carry out research proposal developed in MAT 609 and present results to committee. Develop a graduate-level thesis under the guidance of the Department of Mathematics. Offered as needed.

## MATHEMATICS EDUCATION

Symbol: MTE

**501 Fundamental Concepts of Mathematics I (3)** Selected topics that reflect the spirit and the content of the modern elementary school mathematics programs. Logic, sets, functions, number systems, integers, number theory, rational numbers, and problem solving, including estimations and approximations, proportional thinking, and percentages.

**502 Fundamental Concepts of Mathematics II (3)** A continuation of MTE 501. The real number system, probability, statistics, geometry, measurement, and problem solving. PREREQ: MTE 501.

**507 Foundations of Secondary Mathematics Education (3)** Research methods in mathematics education; forces which have shaped mathematics education; classroom implications of 20th-century learning theorists; assessment in the classroom; methods of organizing for instruction; cultural and gender considerations.

**508 Junior High School Mathematics – Curriculum, Instruction, and Assessment (3)** This course will focus on the curricula, methods of instruction, and assessment techniques used to teach mathematics in a junior high school setting. Course topics will include elementary school mathematics from the perspective of a secondary school teacher, junior high school mathematics, algebra I, and general/consumer mathematics. Teachers also will explore strategies that can be used to integrate the calculator and computer into the mathematics classroom. PREREQ: MTE 507 for students in the M.A. program.

**510 Algebra for the Elementary Teacher (3)** An introduction to modern algebra. A comparative study of mathematics systems. PREREQ: MTE 501 or equivalent.

**512 Senior High School Mathematics – Curriculum, Instruction, and Assessment (3)** This course

will focus on the curricula, methods of instruction, and assessment techniques used to teach mathematics in a senior high school setting. Course topics will include geometries, algebra II, trigonometry, precalculus, and discrete mathematics. Teachers also will explore strategies that can be used to integrate the scientific and graphing calculator and computer into the mathematics classroom. PREREQ: MTE 507 for students in the M.A. program.

**530 Geometry for the Elementary Teacher (3)** Basic concepts in geometry. Euclidean geometry and postulative systems. PREREQ: MTE 501 or equivalent.

**551 Teaching Mathematics to Diverse Populations (3)** Examination of current programs in mathematics for students with special needs; discussion of the pertinent research literature; and development of materials and techniques for these students.

**553 Teaching Elementary School Mathematics I (3)** In-depth treatment of strategies, methods, and materials for teaching the following concepts in an elementary classroom: place value; addition, subtraction, multiplication, and division of whole numbers; measurement; elementary number theory; geometry; fractions; and integers. PREREQ: MTE 501 or equivalent.

**554 Contemporary Methods of Teaching Mathematics in the Elementary School (3)** History and development of the modern elementary school mathematics programs. Theories and findings of recent and contemporary learning theorists are investigated. Modern organizational strategies surveyed, including team teaching, individualized instruction, open space, contemporary instruction strategies, such as individualized learning systems, mathematical laboratories, and individually prescribed instruction, are studied. PREREQ: MTE 553.

**560 Teaching Algebra in the Secondary School (3)** Methods and materials for teaching the concepts of first- and second-year algebra. Emphasis on relevant applications to real-life situations. Objectives and criterion-referenced test items are developed for prealgebra as well as for the two algebra courses. Current textbooks achievement tests and audiovisual materials on algebraic topics are reviewed.

**561 Calculus for Teachers (3)** Analytic geometry of both the straight line and conics, and elements of the calculus of functions of a single real variable are reviewed. Topics include limits, continuity, the derivative and integral and their applications, curve sketching, and polar coordinates. Emphasis on methods of teaching these topics to secondary school students.

**562 Computer Applications for Elementary and Middle School Mathematics (3)** This technology-driven approach to teaching elementary school mathematics will include activities designed to



enable teachers to use content-oriented software, spreadsheets, and graphic tools in the development of lessons involving mathematical applications. Emphasis will focus on teacher participation in simulations dealing with student-thinking skills.

**595 Topics in Mathematics Education (1-3)** Topics announced at time of offering. PREREQ: Permission of instructor. Offered as needed.

**599 Independent Study (1-3)**

**604 Research Seminar (3)** This course will focus on the study of research in mathematics education. Contemporary topics of research will be discussed and perused. Students will be expected to report on a topic of research of their choosing. In addition, empirical study and design will be discussed along with data analysis and the reporting of results.

**610 Thesis (3-6)**

## APPLIED STATISTICS

Symbol: STA

**505 Mathematical Statistics I (3)** A rigorous mathematical treatment of the underlying theory of probability and statistical inference. Probability spaces, discrete and continuous distribution theory, functions of random variables, Central Limit Theorem, and other topics.

**506 Mathematical Statistics II (3)** Continuation of STA 505. Point estimation, hypothesis tests, confidence intervals, asymptotic properties of estimators, and other topics. PREREQ: STA 505 or consent of instructor.

**507 Introduction to Categorical Data Analysis (3)** Data-driven introduction to statistical techniques for analysis of categorical data arising from a variety of studies. Contingency tables, logistic regression survival models, nonparametric methods, and other topics.

**510 Statistical Methods for Research (3)** This course provides the tools and methods for designing a research project, conducting the research, managing and manipulating a dataset, and analyzing data. This course is for students not enrolled in the applied statistics graduate degree program. It requires no prior course in statistics or computer science. Topics include research design, basic statistics, introductory statistical programming using SAS and

Excel, statistical analysis (including t-tests, linear regression, ANOVA, and chi-squared tests), and writing a final report, including graphics, summarizing the results.

**511 Introduction to Statistical Computing (3)**

Course will give students the ability to effectively manage and manipulate data, conduct statistical analysis, and generate reports and graphics, primarily using the SAS statistical software package.

**512 Principles of Experimental Analysis (4)**

Course provides technology-driven introduction to regression and other common statistical multivariable modeling techniques. Emphasis on interdisciplinary applications. PREREQ: STA 511 or permission of instructor.

**513 Intermediate Linear Models (4)** Rigorous mathematical and computational treatment of linear models. PREREQ: STA 505, 506, 511, and 512 or permission of instructor.

**514 Modern Experimental Design (3)** Focusing on recent journal articles, this course will investigate issues associated with design of various studies and experiments. Pharmaceutical clinical trials, case-control studies, cohort studies, survey design, bias, causality, and other topics. PREREQ: STA 511 and 512 or permission of instructor.

**521 Statistics I (3)** For nonmathematics majors. Emphasis on applications to education, psychology, and the sciences. Distributions, measures of central tendency and variability, correlation, regression and hypothesis testing, and other topics.

**531 Topics in Applied Statistics (3)** Topics of current interest in research and industry announced at time of offering.

**532 Survival Analysis (3)** This course provides students with the knowledge and tools to conduct a complete statistical analysis of time-to-event data. Students will get experience using common methods for survival analysis, including Kaplan-Meier Methods, Life Table Analysis, parametric regression methods, and Cox Proportional Hazard Regression. Additional topics include discrete time data, competing risks, and sensitivity analysis.

**533 Longitudinal Data Analysis (3)** Introduction to the application and theory for clustered and longitudinal data models. Course addresses the analysis

for both continuous and categorical response data. Course will be held in the statistics lab and use the statistical software package SAS. Other software such as R, HLM, SPSS, MIXORMIX-REG may be introduced. PREREQ: STA 507, 511, 512, and 513 or permission of director.

**534 Time Series (3)** Time series analysis deals with the statistical study of random events ordered through time. This class focuses on the characteristics inherent in processes such as repetitive cycles and deteriorating dependence. Topics include seasonal decomposition, exponential smoothing, and ARIMA models. Emphasis will be placed on real-life data analysis and statistical communication. Data analysis will be done with a variety of programs such as SAS, R, and Excel. PREREQ: STA 511 and 512.

**599 Independent Study (1-3)** Individual exploration of nine topics in statistics.

**601 Internship in Applied Statistics (3-6)** In cooperation with a regional industrial company student will perform an internship in applied statistics.

**609 Thesis I (3-6)** Preliminary research under the guidance of a mathematics faculty member. Students must present oral preliminary findings before proceeding to STA 610.

**610 Thesis II (3-6)** Research project under the guidance of the mathematics faculty.

## SERVICE COURSES IN MATHEMATICS MATHEMATICS EDUCATION (MTE)

**501 Fundamental Concepts of Mathematics I**

**502 Fundamental Concepts of Mathematics II**

**510 Algebra for the Elementary Teacher**

**553 Teaching Elementary School Mathematics I**

**560 Teaching Algebra in the Secondary School**

**561 Calculus for Teachers**

**562 Computer Applications for Elementary School Mathematics**

## STATISTICS (STA)

**521 Statistics I**

## Music

Swope Music Building and the Performing Arts Center  
West Chester University  
West Chester, PA 19383  
610-436-2222 or 436-2739

Dr. Blair, *Dean*

Dr. Burton, *Graduate Coordinator*

Note: Effective July 1, 2004, the School of Music became part of the College of Visual and Performing Arts (CVPA) with the departments of Applied Music (combining the areas of instrumental, keyboard, and vocal/choral music); Music Education; Music History and Literature; and Music Theory/Composition.

### Mission

The mission of the School of Music at West Chester University is to create a learning environment that provides the highest order of education in all major aspects of music, to establish a foundation for life-long growth in music, and to offer programs and degrees that are tradition based but future oriented. In pursuing this mission, we reaffirm our commitment to diversity within the School of Music. Our faculty members strive to be inspiring teachers as well as musical and

intellectual leaders. Further, we endeavor to expand the music opportunities available to all University students and to enhance the quality of our community's musical life.

### Programs of Study

The School of Music offers programs leading to the master of arts degree in music history, and the master of music degree in music education, performance, accompanying, music theory/composition, and piano pedagogy. Course selections to meet degree requirements are made by candidates in consultation with their advisers and with consideration of the candidates' goals, abilities, needs, and interests.

### Samuel Barber Institute for Music Educators

The Samuel Barber Institute for Music Educators offers an innovative combination of traditional academic courses and special subjects seminars featuring nationally renowned leaders in 21st century music education. These courses may be applied to NASM-accredited master's degrees in music education, applied music, piano pedagogy, music history and literature, and music theory as well as meeting requirements for teacher certification renewal and professional growth. Master's



degrees in the School of Music may be earned through an intensive four-summer program or a combination of regular semester and summer studies. Contact the coordinator of graduate studies for details on these programs.

### Admission Requirements

In addition to meeting the general requirements for admission to a degree program at West Chester University, music applicants are considered on the basis of academic record, interviews, School of Music Graduate Admission Test, portfolio review in composition, and auditions for performance programs.

Prior to enrollment all applicants must (1) Possess appropriate undergraduate degrees and may be required to remedy not more than 12 credits of deficiency (2) Schedule interviews with the graduate coordinator and appropriate department chairperson in the School of Music.

The areas of concentration, directed electives, and free electives are described fully in a student handbook compiled by, and available from, the graduate coordinator of the School of Music, and on the CVPA Web site.

During the first semester or summer session in which graduate music courses are taken, each graduate student must take the School of Music

Graduate Admission Test. This examination will be administered twice each semester and twice during the summer session to allow the greatest degree of accessibility for students and to facilitate student progress through degree curricula.

The examination will assess student competencies in music history/literature and music theory including skills and knowledge of two areas: (1) Music history/literature—styles, forms, and genres of all major periods of music history, representative composers and their works, and philosophical and societal issues relating to music history. This knowledge will be assessed through a combination of written questions and aural listening exam. (2) Music theory—music terminology, part-writing techniques, analysis of harmonic and melodic structures, basic arranging and composition, and aural skills. These skills and knowledge will be assessed through a combination of written and aural questions.

Contact the graduate coordinator for the School of Music for test dates and registration forms for the School of Music Graduate Admission Test.

*Each degree candidate is individually responsible for satisfying degree candidacy and graduation requirements stated elsewhere in this catalog and for meeting deadline dates for the May, August, or December graduation, as appropriate.*

## Applied Music

(Formerly the departments of Instrumental, Keyboard, and Vocal/Choral Music)

Dr. Hanning, *Chairperson*

Dr. Greenlee, *Assistant Chairperson*

Dr. Wyss, *Assistant Chairperson*

### PROFESSORS

Sylvia Moss Ahramjian, M.M., *Indiana University*

Robert M. Bedford, D.Mus., *Catholic University of America*

David DeVenney, D.M.A., *Conservatory of Music, University of Cincinnati*

Henry Grabb, D.M., *Florida State University*

Chris Hanning, D.M.A., *University of Colorado*

David Sprenkle, D.M.A., *University of Maryland – College Park*

Richard K. Veleta, D.Mus., *Northwestern University*

John Villella, Ed.D., *Widener University*

Jane Wyss, D.M.A., *University of Texas at Austin*

### ASSOCIATE PROFESSORS

Emily Bullock, D.M.A., *University of Colorado*

Kathryn Chilcote, D.M.A., *University of Oregon*

Carl Cranmer, D.M.A., *The Juilliard School*

Gregory Riley, D.M.A., *University of Southern California*

### ASSISTANT PROFESSORS

Carol Isaacson Briselli, M.M., *Temple University*

Vincent A. Craig, D.M.A., *Peabody Institute of Johns Hopkins University*

Karen Dannessa, D.M., *Florida State University*

Jean-Christophe Dobrzewski, D.M.A., *Arizona State University*

Anita Greenlee, M.S., *The Juilliard School*

Theresa Klinefelter, M.M., *Temple University*

In Young Lee, D.M.A., *Temple University*

Glenn Lyons, M.Mus., *Peabody Institute of Johns Hopkins University*

Ovidiu Marinescu, D.M.A., *Temple University*

Patricia Powell, M.M., *University of Southern California*

Kimberly Reighley, D.M.A., *Temple University*

Randall Scarlata, M.M., *The Juilliard School*

Ralph Sorrentino, M.M., *Temple University*

Andrew Yozviak, D.M.A., *Rutgers University*

### INSTRUCTORS

David Cullen, B.M., *Hartford School of Music*

John R. Gaarder, M.M., *New England Conservatory of Music*

Gloria Galante, B.S., *West Chester University*

Frank Kaderabak, Retired Principal Trumpet, *Philadelphia Orchestra*

Peter Paulsen, M.M., *Temple University*

### MASTER OF MUSIC IN PERFORMANCE

(30 semester hours)

The program requires completion of three credits in music history and three credits in music theory, as well as one of the concentrations described below.

#### Admission Requirements

In addition to the general requirements for admission to degree programs in music, performance applicants must (1) schedule an interview with the graduate coordinator and the department chairperson; (2) submit a repertoire list; and (3) demonstrate performance ability at an advanced level by performing for an audition committee. Vocal performance applicants must audition with a program, including selections drawn from Italian art song, German Lied, French melodie, opera, and oratorio as well as demonstrate diction competency in Italian, German, and French. Students lacking nine undergraduate credits in another language must remove this deficiency before candidacy.

**Instrumental concentration:** Nine credits in individual lessons at the advanced level (XXX 541-43) and Recital (AIM 697); AES 511 (chamber ensemble); 5-6 concentration credits (selected from AIC 512, and courses with ALC prefix); three credits in music history; three credits in music theory; 6-7 credits of free electives; and completion of a comprehensive exit examination.

**Keyboard concentration (piano, harpsichord, or organ):** Nine credits in individual lessons at the advanced level (HAR/ORG/PIA 541-43); six credits in keyboard literature (PIA 623-627) or organ literature (ORG 551-552); three credits of concentration electives from KEN 546, MAK 558, ORG 561-62, PIA 572-73, or PIA 582-83; three or four credits of free electives; two credits of recital (HAR 697, ORG 697, PIA 697); and completion of a comprehensive exit examination.

**Voice concentration:** Nine credits in individual lessons at the advanced



level (VOI 541-43) and a recital (VOI 697); VOC 524 (three credits); 4-6 credits (selected from VOC 511-16, 526, 529, and 591, and MHL 654), 4-6 credits of free electives; and completion of a comprehensive exit examination.

## MASTER OF MUSIC IN ACCOMPANYING

(30 semester hours)

### Admission Requirements

In addition to the general requirements for admission to degree programs in music, accompanying applicants must (1) submit transcripts showing completion of a bachelor's degree in music, including six semester hours of another language (French, German, or Italian preferred) and (2) demonstrate accompanying ability at an advanced level by performing for an audition committee.

**Area of Concentration:** Four credits in individual lessons at the advanced level (PIA 570-71); eight credits of ensemble (PIA 574-75); nine credits in cognate courses (PIA 572-73, 576-77); and three credits in free electives (VOC 511-14, VOC 515-16 preferred); three full recitals (0 credit); three credits in music history; three credits in music theory; and completion of a comprehensive exit examination.

Until further notice, no new students are being admitted into the master of music in accompanying.

## MASTER OF MUSIC IN PIANO PEDAGOGY

(33 semester hours)

### Admission Requirements

In addition to the general requirements for admission to degree pro-

grams in music, piano pedagogy applicants must schedule an entrance examination, which will consist of scales, arpeggios, solo repertoire from various stylistic periods, and sight reading. Applicants whose undergraduate degrees are not in music may be accepted into the program if they demonstrate equivalent background in piano.

### Curriculum

- |                                       |                   |
|---------------------------------------|-------------------|
| <b>I. Cognate requirements</b>        | 6 semester hours  |
| Music history (3)                     |                   |
| Music theory (3)                      |                   |
| <b>II. Concentration requirements</b> | 21 semester hours |
| Lessons: PIA 578, 579, 588, 589       |                   |
| Pedagogy: PIA 580, 581, 582, 583, 631 |                   |
| <b>III. Concentration electives</b>   | 6 semester hours  |
| PIA 623, 624, 625, 626, 267           |                   |
| <b>IV. Recital component</b>          | 1 semester hour   |
| PIA 695                               |                   |
| <b>V. Comprehensive exit exam</b>     |                   |

### Certificate in Piano Pedagogy

- |                                  |                   |
|----------------------------------|-------------------|
| <b>Curriculum</b>                | 15 semester hours |
| <b>I. Required courses</b>       | 12 semester hours |
| PIA 580, 581, 582, 583           |                   |
| <b>II. Area of concentration</b> | 2 semester hours  |
| PIA 511 and 512                  |                   |
| <b>III. Performance</b>          | 1 semester hour   |
| PIA 631                          |                   |
| <b>IV. Comprehensive exam</b>    |                   |

## COURSE DESCRIPTIONS

### APPLIED MUSIC

#### INDIVIDUAL LESSONS:

Prefixes: BAR, BAS, BSN, CLT, FLU, FRH, GTR, HRP, MIP, OBO, PER, SAX, TBA, TPT, TRB, VCL, VLA, VLN

**501-02 Lessons at the Minor (beginning) Level (1)**

**511-14 Lessons at the Major Level (1)**

**541-43 Lessons at the Advanced Level (3)**

For performance majors only.

**AEB 511 Marching Band (1)**

**AEB 521 Concert Band (1)**

**AEB 531 Symphonic Band (1)**

**AEB 541 Wind Ensemble (1)**

**AEO 531 Chamber Orchestra (1)**

**AEO 541 Symphony Orchestra (1)**

**AES 511 Chamber Recital (2)** Program selection, recruitment of players, rehearsal, and performance of music for small instrumental ensembles.

**AES 512 Instrumental Ensemble (1)**

**AIC 512 Advanced Instrumental Conducting (2)**  
PREREQ: Undergraduate conducting.

**AIM 511 Marching Band Techniques and Materials (3)** A survey of the function of the total marching band and of each component in the band.

**AIM 679-80 Special Subjects Seminar - Instrumental (1-3)** Instrumental music topics presented by faculty and/or visiting lecturers.

**AIM 681-83 Independent Study in Music (1-3)**

**AIM 696 Recital - Instrument (1)** For music education majors in lieu of research report. PREREQ: Jury exam.

**AIM 697 Recital - Instrument (1)** For performance majors. PREREQ: Jury exam.

### INSTRUMENTAL LITERATURE

**COURSES:** A survey of solo, ensemble, and teach-

ing literature through performance and the use of scores and recordings.

**ALC 511 Brass Literature (3)**

**ALC 512 Brass Literature 1 (1)**

**ALC 513 Brass Literature 2 (1)**

**ALC 514 Brass Literature 3 (1)**

**ALC 522 Guitar Literature 1 (1)**

**ALC 524 Guitar Literature 3 (1)**

**ALC 532 String Literature 1 (1)**

**ALC 533 String Literature 2 (1)**

**ALC 534 String Literature 3 (1)**

**ALC 542 Woodwind Literature 1 (1)**

**ALC 543 Woodwind Literature 2 (1)**

**ALC 544 Woodwind Literature 3 (1)**

**ALC 551 Instrumental Literature (3)**

**ALC 552 Percussion Literature 1 (1)**

**ALC 553 Percussion Literature 2 (1)**

**ALC 554 Percussion Literature 3 (1)**

**MASTER CLASSES:** Performance techniques and stylistic interpretation of instrumental solo works. PREREQ: Performance ability at the major level.

**AMC 511 Master Class - Brass (1)**

**AMC 521 Master Class - Percussion (1)**

**AMC 531 Master Class - Strings (1)**

**AMC 541 Master Class - Woodwind (1)**

**MIP 510 Musician Injury Prevention (1)** This course investigates injury prevention and treatment for performing musicians.

**MWB 536-39 Marching Band Workshop (1-3)** A comprehensive marching band conference for the total marching band program. Foremost authorities offer instruction in their fields of specialization.

### KEYBOARD MUSIC

Symbol: HAR, KEN, MAK, MWP, ORG, PIA

**501-2 Individual Lessons at the Minor Level in Piano, Organ, Harpsichord (1)** Individual, half-hour lessons once weekly. An elective course for all graduate students.

**511-14 Individual Lessons at the Major Level in Piano and Organ (1)** Individual half-hour lessons. Continued study in the development of repertoire and performing skills. Students may be given permission to register for two course numbers in the same semester, earning the second credit by doing additional outside work and performing in a recital. PREREQ: Completion of the performance major requirements at the undergraduate level or admission by audition.

**PIA 525 Piano Technique (3)** An exploration of the many approaches to acquiring and teaching piano technique, the correlation between technique and musical style, how to practice and analyze physiological movements.

**541-43 Individual Lessons at the Advanced Level in Piano, Organ, and Harpsichord (3)** Individual, half-hour lessons once weekly. Advanced studies leading to a full-length recital at the master's level. PREREQ: Completion of the performance major requirements for the bachelor of music degree or admission by audition.

**MWP 536-539 Piano Workshop (1-3)**

**MWS 536-539 Contemporary Applications of Keyboard Synthesizers (3)** A hands-on workshop involving programming techniques for synthesizers and the study of MIDI networks. Performance and composition will be emphasized.

**KEN 546 Keyboard Ensemble (2)** Performance of duet and two-piano literature.

**ORG 551 Organ Literature I (3)** A survey of literature for the organ from the 13th century to the Baroque period. The influence of the organ on the literature. Recordings and performance by organ majors.

**ORG 552 Organ Literature II (3)** A survey of literature for the organ from J.S. Bach to the present. The influence of the organ on the literature. Recordings



and performance by organ majors.

**ORG 553 Advanced Organ Pedagogy (3)**

**MAC 558 Master Class (Organ) (1-2)**

**MAK 558 Master Class (Keyboard) (1-2)** Weekly performance sessions for advanced students.

**ORG 561 Accompanying (Organ) (3)** Performance of vocal and instrumental accompanying literature for organ from all periods. Performance and reading sessions.

**ORG 562 Service Playing (Organ) (3)** A survey of problems in service playing for the organist. Hymn accompaniment, improvisation, conducting from the organ, and literature for the service. Observation of service playing when possible.

**PIA 570-71 Individual Lessons at the Advanced Level for Accompanists (2)** Individual, half-hour lessons once a week to train pianists in playing accompaniments. **PREREQ:** Admission to the M.M. degree in accompanying.

**PIA 572-73 Accompanying I, Vocal II, Instrumental (3)** Survey of accompanying literature: (I) art songs, recitatives, cantata, opera, and oratorio arias; and (II) strings, winds, and brass. Performance and reading in class.

**PIA 574-75 Ensemble I, II (4)** Accompanying in teaching studios for large groups (choruses), for various ensembles (including trios and quartets), and for faculty, B.M., M.M., general, and senior student recitals.

**PIA 576 Harpsichord and Continuo Realization (1)** An introduction to harpsichord playing and the principles of continuo realization.

**PIA 577 Transposition and Score Reading (2)** Training in score reading and transposition at the keyboard.

**PIA 578 Individual, one-hour lessons for students of piano pedagogy (2)** **PREREQ:** Admission to the pedagogy concentration.

**PIA 579 Individual, one-hour lessons for students of piano pedagogy (2)**

**PIA 580 Perspectives in Pedagogy IV (3)** Procedures and materials for group piano instruction. Emphasis on developing comprehensive musicianship through an interwoven study of literature, musical analysis, technique, improvisation, ear training, harmony, transposition, and sight reading. Includes practicum in group piano instruction.

**PIA 581 Perspectives in Pedagogy I (3)** An in-depth study of materials available to the studio piano teacher for the elementary levels. Discussions include different methods, technique, harmony, ear training, and sight reading. Includes practicum in individual instruction.

**PIA 582 Perspectives in Pedagogy II (3)** An in-depth study of repertoire and materials available to the studio piano teacher for the intermediate levels. Discussions of related concerns, such as memorization, practice techniques, developing technique through literature, principles of fingering, and sight reading. Includes practicum in individual instruction.

**PIA 583 Perspectives in Pedagogy III (3)** Further exploration of the goals and objectives of piano study through presentation of selected topics and continued practicum in individual instruction.

**PIA 588 Advanced Lessons (2)** Individual one-hour lessons once weekly, for students in the M.M. in piano pedagogy degree.

**PIA 589 Advanced Lessons (2)** Individual one-hour lessons once weekly, for students in the M.M. in piano pedagogy degree.

**PIA 608 The Music of Chopin (3)** A comprehensive study of the contributions of Frederic Chopin to keyboard literature.

**PIA 611 The Piano Concerto (3)** A chronological presentation of the development of the piano concerto; performances, problems, and practices will be emphasized. Covers from J.S. Bach to present.

**PIA 623 Baroque Keyboard Literature (3)** The Renaissance through development of variation form and dance suite. Emphasis on performance practices, realizing ornament signs and figured basses; transfer to the modern piano; in-depth study of works of Handel, J.S. Bach, and D. Scarlatti. Some student performance required.

**PIA 624 Classical Piano Literature (3)** Literature for the early piano (1750-1830). Origin and development of the sonata and performance practices of homophonic style. Music of the sons of Bach, Haydn, Mozart, and Beethoven. Sound and structure of the early piano. Some student performance required.

**PIA 625 Romantic Piano Literature (3)** Analysis of piano styles of Schubert, Chopin, Mendelssohn, Schumann, Liszt, Brahms, Faure, Mussorgsky, Tchaikovsky, and Grieg. Performance practices. The virtuoso etude and problems of technical execution. Some student performance required. **PREREQ:** PIA 426 (Keyboard Literature II) or equivalent.

**PIA 626 20th-Century Piano Literature (3)** Seminal works and styles of this century. Albeniz, Rachmaninoff, Debussy, Ravel, Prokofiev, Hindemith, Schoenberg, Bartok, and American composers. Some student performance required. **PREREQ:** MTC 213 (Theory of Music IV) or equivalent.

**PIA 631 Performance Practicum (1)** Discussion of teaching and teaching/learning challenges and successes involved in piano performance for both teachers and their students. Examine teaching strategies for preparedness and in performance, playing from memory, and performance anxiety; videos and tapes will be viewed to aid in discussions. Two performance demonstrations are required.

**PIA 679-680 Special Subjects Seminar (1-3)** Significant topics presented by faculty members or visiting lecturers. Designed to meet specific needs of the seminar group.

**PIA 681-683 Independent Study in Music (1-3)**

**PIA 695 Recital (1)** A full recital of concert works or pedagogical pieces, or a lecture-recital. Required of candidates for the master of music in piano pedagogy. **PREREQ:** Approval by committee examination.

**PIA 696 Recital (1)** A shared (half) recital open to candidates for the master of music degree (music education concentration). In lieu of research report. Program notes required. **PREREQ:** Approval by committee examination.

**PIA 697 Recital (2)** A full public recital, demonstrating an understanding of various performance styles and an ability to perform literature from several periods. Required of candidates for the master of music in performance. **PREREQ:** Approval by committee examination.

## VOCAL/CHORAL

Symbol: CHO

**511 Masterworks Chorus (1)** A large mixed chorus presenting oratorios, masses, and advanced-level choral literature. Permission of instructor.

**611 Chamber Choir (1)** A consort of 15-25 singers specializing in the performance of sacred and secular vocal music of the Renaissance and early Baroque periods. By audition.

**612 Concert Choir (1)** A mixed chorus of 35-45 singers performing sacred and secular choral literature of all periods and styles. By audition.  
Symbol: VOC

**511 Master Class – Baroque (1)** Discussion and performance of songs from the Baroque period.

**512 Master Class – German Lied (1)** Discussion and

performance of German art song.

**513 Master Class – French Melodie (1)** Discussion and performance of late French art song.

**514 Master Class – 20th-Century Art Song (1)** Discussion and performance of art songs from the 20th century.

**515 English-Italian Diction (2)** English, Italian, and Latin diction in a laboratory course to establish correct pronunciation in singing. The phonetics of these languages are used in selected song repertoire.

**516 French-German Diction (3)** French and German diction in a laboratory course to establish correct pronunciation in singing. The phonetics of these languages are used in selected song repertoire.

**524 Musico-Dramatic Production (3)** Techniques of producing musical plays. Preparation for roles, coaching, and conducting rehearsals. May lead to a public performance of the material studied.

**526 Choral Literature (3)** Examples of choral music from the various musical periods. Primarily larger works.

**529 Vocal Literature (3)** Classic song literature, lieder, melodie, and contemporary art songs are discussed.

**536-39 Vocal/Choral Workshops (1-3)** Participation-oriented workshops designed to meet specific needs in vocal/choral music.

**546 Vocal Ensemble (2)** Self-study in the performance and preparation of small ensembles. Project must have the approval of the department chairperson.

**591 Vocal Pedagogy (3)** Principles and techniques of teaching voice.

**613 Advanced Choral Conducting (2)** Study and application of advanced choral conducting techniques.

**679 Special Subjects Seminar (1-3)** Significant topics presented by faculty or visiting lecturers.

**681 Independent Study (1)**

**682 Independent Study (2)**

**683 Independent Study (3)**

**691 Research Seminar in Music (2)**

**692 Research Seminar in Music (1)**

Symbol: VOI

**501-02 Individual Lessons at the Minor Level (1)** An elective course for graduate students.

**511-14 Individual Lessons at the Major Level (1)** Voice majors in the master of music in music education program. **PREREQ:** Completion of the undergraduate voice major requirements or by audition.

**541-43 Individual Lessons at the Advanced Level (3)** Advanced vocal studies culminating in a full master's recital. **PREREQ:** Completion of the performance requirements for the bachelor of music in voice program or admission by audition.

**696 Recital (1)** A shared (half) public recital for candidates in the master of music education program in lieu of a research report. Candidate must write approved program notes. **PREREQ:** Approval by the examination committee.

**697 Recital (2)** A full public recital demonstrating an understanding of various performance styles and the ability to perform. Required of candidates for the master of music in voice degree. **PREREQ:** Approval by the examination committee.  
Symbol: VOW

**521 The Broadway Musical (3)** Surveys the American musical theatre, past and present. Elements of producing the American musical in school settings.

**522 The Musical Revue (1-3)** Explores the concept of choral music in motion and the necessary techniques and skills for mounting a successful choral ensemble.



## Music Education

Dr. Burton, *Chairperson*

### PROFESSOR

J. Bryan Burton, D.M.E., *University of Southern Mississippi*

### ASSOCIATE PROFESSORS

Kristen Albert, Ed.D., *University of Delaware*

Ann McFarland, Ph.D., *Temple University; Orff Certification, Cincinnati Conservatory*

### ASSISTANT PROFESSORS

Diane Delaney, Ph.D., *Temple University*

Marc Jacoby, Ph.D., *Northwestern University*

### MASTER OF MUSIC IN MUSIC EDUCATION

(34 semester hours)

#### Required

Students may choose programs with Kodaly, music technology, Orff-Schulwerk, performance, or research options. All programs require completion of nine credits in three core courses: MUE 500, 503, and 510. All students in M.M. programs in music education also must complete a comprehensive exit examination. Students not holding Level I Certification in music education must complete prerequisite undergraduate work prior to admission into a graduate program that requires Level I Certification.

#### Additional Course Requirements: Performance and Research Programs

**Kodaly Concentration:** 18 credits in Kodaly (MUE 560-568); three credits in directed electives; and three credits in music history

**Music Technology Concentration:** six credits in required music technology courses; four credits in directed electives chosen from music technology courses; three credits in music history; three credits in music theory; three credits in applied music; three credits of free electives; and four credits in research.

**Orff-Schulwerk Concentration:** 15 credits in Orff-Schulwerk (MUE 570-581); three credits of music history; and seven credits of free electives.

**Performance:** Six credits in music education; three credits in applied music; three credits in music theory; three credits in music history; three credits in free electives; three credits in concentration electives; recital (MUE 698 and VOI/AIM/PIA 696). Candidates desiring to pursue the recital option in voice must audition before the voice jury and receive permission to pursue that option before earning 15 graduate hours or after completing VOI 543, whichever comes first.

**Research Report:** Six credits in music education; three credits in applied music; three credits in music theory; three credits in music history; three credits in free electives; three credits in concentration electives; four credits in research (MUE 691 and 692).

#### Certificate in Kodaly Methodology

18 semester hours

This program is designed for in-service music educators who wish to upgrade their choral teaching skills in K-12 music classrooms using the materials, musicianship abilities, and instructional processes in a focused program based on the pedagogic approaches developed by Zoltan Kodaly. Admission requires a baccalaureate degree in music education, an undergraduate overall GPA of 2.8, major field GPA of 3.0, and a completed application for admission to graduate studies (including transcripts and letters of recommendation).

Nonmusic education majors with degrees in related fields of study may enter a certificate-only program in Kodaly methodology. Admission requirements include demonstrable music literacy and performance skills with voice or one instrument; a baccalaureate degree in music performance, music theory, or choral conducting; an undergraduate

GPA of 2.8; a major field GPA of 3.0; and a completed application for admission to graduate studies (including transcripts and letters of recommendation).

The Kodaly methodology certificate program is designed to be completed in three consecutive summers of study:

First summer: MUE 560 and 561

Second summer: MUE 562 and 563

Third summer: MUE 564 and 565

MUE 566, 567, and 568 may be taken in either the second or third summer of study (after students have successfully completed MUE 560 and 561).

#### Certificate in Music Technology

12 semester hours

This program is designed for in-service music educators who wish to develop or upgrade their skills in music technology for use in K-12 music classrooms. Admission requires a baccalaureate degree in music education, an undergraduate overall GPA of 2.8, a major field GPA of 3.0, and completion of the application for admission to graduate studies (including transcripts and letters of recommendation).

Nonmusic education majors may enter a certificate-only program in technology. Admission requirements include a baccalaureate degree in an appropriate field of study (i.e., applied music, music theory, music performance, music business), an undergraduate overall GPA of 2.8, a major field GPA of 3.0, and a completed application for admission to graduate studies (including transcripts and letters of recommendation).

#### Certificate in Orff-Schulwerk

15 semester hours

This program is designed for in-service music educators who wish to develop or upgrade their choral and instrumental teaching skills in K-12 music classrooms using materials, musicianship abilities, and instructional processes in a focused program based on the pedagogic approaches developed by Carl Orff. Admission requires a baccalaureate degree in music education, an undergraduate overall GPA of 2.8, major field GPA of 3.0, and a completed application for admission to graduate studies (including transcripts and letters of recommendation).

Nonmusic education majors with degrees in related fields of study may enter a certificate-only program in Orff-Schulwerk. Admission requirements include demonstrable music literacy and performance skills with voice or one instrument; a baccalaureate degree in music performance, music therapy, dance, or movement; an undergraduate GPA of 2.8; a major field GPA of 3.0; and a completed application for admission to graduate studies (including transcripts and letters of recommendation).

The Orff-Schulwerk certificate program is designed to be completed in three consecutive summers of study:

First summer: MUE 570, 571, and 572

Second summer: MUE 573, 574, and 575

Third summer: MUE 576, 577, and 578

MUE 579, 580, and 581 may be taken in either the second or third summer of study (after students have successfully completed MUE 571, 572, and 573).

#### Certificate in 21st Century Music Education

15 semester hours

Students admitted to this certificate program may design a program specializing in a specific aspect of music education through selection of six credits of core courses and nine credits of electives drawn from current MUE graduate courses and new courses. This certificate program is designed to be completed in two to three consecutive summers of study depending upon the course load chosen by students.

The required core (6 semester hours) is selected under advisement from MUE 510, 601, 602, 603, 604, 605.

Electives (9 semester hours) are selected under advisement from MUE 535, 542, 543, 544, 547, 548, 549, 600, 601, 602, 603, 604, 605.



## COURSE DESCRIPTIONS MUSIC EDUCATION

Symbol: MUE (unless otherwise shown)

**500 Methods and Materials of Research (3)** Basic techniques and procedures. Major types of research. Methods for locating, evaluating, and interpreting evidence. Preparation of a research outline.

**503 Philosophical Foundations of Music Education (3)** Historical and philosophical foundations of music education. Application of principles of education to music. Major emphasis on development of a philosophy of the discipline.

**510 Current Trends in Music Education (3)** Present practices and emerging developments in music education.

**511 Vitalizing Music in the Elementary School (3)** Exploration and examination of current pedagogy, materials, and technology available to enhance learning through music in the elementary classroom. Elementary education majors only.

**512 Teaching Music Listening Skills and Activities (3)** Analysis of musical concepts within selected compositions with subsequent design of sequential teaching-learning strategies for all levels, K-12. Music majors only.

**513 Music in the Middle School (3)** Review and critical analysis of music education in the middle school; philosophies, curriculum, practices, and personnel.

**515 Computer Applications in Music Education (3)** Study of recent technological advances and their applications to include computer-assisted software, music performance and printing, synthesizers, sequencers, MIDI communication standard, strategies and technologies for classroom, interactive video, artificial intelligence, expert systems, and HyperCard.

**516 Administration and Supervision of School Music (3)** Administrative problems, curricular content and scheduling, in-service training of teachers, and specialized supervisory techniques for the music curriculum. PREREQ: Teaching experience.

**517 Psychology of Music (3)** In-depth study of learning theories as related to music education and the nature of music.

**518 Multicultural Perspectives in Music Education (3)** Understanding the diversity of musical expressions of our planet and the multicultural musical dynamics of American culture; provides music educators with the information, materials, and teaching strategies required for the creation and maintenance of a multiculturally based music curriculum.

**528 Music in Special Education (3)** Characteristics of special pupils; adaptation of teaching techniques; materials curriculum.

**529 Dalcroze Eurhythmics (3)** A pedagogical approach to the study of enacting musical meanings in physical space. Refining the sensing, analyzing, and improvising of musical concepts by understanding how music is produced.

**536 Children's Choir Practicum for Music Educators (3)** Review, analysis, and practical application of current and developing pedagogy, literature, and materials for teaching and conducting a children's choir. Students will have the opportunity to observe and conduct a laboratory children's choir. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for their expertise in this area.

**541 Folk Music According to Kodaly Concept (3)** Designed to review and identify the folk music genre, identify principle researchers and collections, analyze materials collected, and submit a project containing materials.

**542 Brass Essentials for the Music Educator (3)**

Development of brass performance and pedagogical skills for teaching brass instruments in the elementary and secondary school instrumental program. This course is designed for the nonbrass major in-service or preservice music educator.

**543 Woodwind Essentials for the Music Educator (3)** Development of woodwind performance and pedagogical skills appropriate for teaching woodwind instruments in the elementary and secondary school instrumental music program. This course is designed for the nonwoodwind major in-service or preservice music educator.

**544 Guitar Essentials for the Music Educator (3)** Development of guitar performance and pedagogical skills appropriate for teaching brass instruments in the elementary and secondary school guitar and general music programs. This course is designed for the nonguitar major in-service or preservice music major.

**547 Choral Conducting Practicum for Music Educators (3)** Development of choral conducting skills and choral pedagogy appropriate for teaching advanced choral ensembles in the school music program. This course is designed for the experienced choral music educator.

**548 String Essentials for the Music Educator (3)** Development of string performance and pedagogical skills appropriate for teaching string instruments in the elementary and secondary instrumental program. This course is designed primarily for the nonstring major in-service or preservice music educator.

**550 Related Arts Pedagogy in Music Education (3)** Historical background of the related-arts movement. Principles of related-arts teaching related to musical elements, forms, and styles, with appropriate teaching techniques at specified grade levels. Materials for school music programs: basal music series, other texts and literature, and resources in related arts. Demonstration lessons and unit planning.

◆ **551 Instrumental Music Education: Literature and Materials (3)** Survey and analysis of newly published literature for large and small performing ensembles, teaching texts, current pedagogical trends. Development of teaching strategies. Guest lecturers to include composers, conductors, and educators.

◆ **552 Teaching Ethnic Music (3)** Study and analysis of cultural background, musical materials, and performance techniques of music from target cultures. Development of teaching strategies appropriate for public school classrooms. Target cultures will vary.

**560 Kodaly Level I: Musicianship Training (2)** Designed to develop musicianship for teaching the Kodaly process in primary grades and to develop students' ability to sing pentatonic literature and basic rhythms at sight in a classroom setting.

**561 Kodaly Level I: Methodology (2)** Designed to present lesson-planning strategies for teaching Kodaly-based methodology in the primary grades.

**562 Kodaly Level II: Musicianship Training (2)** Designed to develop musicianship for teaching the Kodaly process in intermediate grades and the student's ability to sing diatonic literature and advanced rhythms at sight in a classroom setting. PREREQ: MUE 560 and 561.

**563 Kodaly Level II: Methodology (2)** Designed to present lesson-planning strategies for teaching Kodaly-based methodology in the intermediate grades. PREREQ: MUE 560 and 561.

**564 Kodaly Level III: Musicianship Training (2)** Designed to develop musicianship skills for teaching the Kodaly process in secondary grades through classical music. PREREQ: MUE 562 and 563.

**565 Kodaly Level III: Methodology (2)** Strategies and materials for listening lessons will be presented as well as teaching techniques for secondary classrooms. Students are expected to submit a 30-35 minute teaching tape for purposes of coordinating all Kodaly

teaching skills. PREREQ: MUE 562 and 563.

**566 Kodaly: Conducting (2)** Designed to acquaint the student with the application and development of children's choral literature in performance using composed works of Kodaly and various other composers who have written for children.

**567 Kodaly: Folk Music (2)** Designed to review and identify folk song genre, identify principal researchers and collections, analyze materials collected, and submit project containing all materials.

**568 Kodaly: Games and Materials (2)** Designed to provide participants with materials for preparing, presenting, and reinforcing rhythmic and melodic concepts through game playing and dances.

**569 Kodaly Methodology (1)** Students will prepare and demonstrate their ability to teach using developmental and sequential Kodaly methodology. The project will include a written lesson plan, videotaped teaching demonstration, and post-conference reflection that demonstrate the students' ability to satisfactorily apply the principles and process of Kodaly methodology to the music classroom. This project is a program-culminating activity required to qualify for certification in this methodology.

**570 Orff-Schulwerk Level I: Basic Musicianship (2)** Designed to develop fundamental Orff processes through the acquisition of basic musical skills through pentatonic activities.

**571 Orff-Schulwerk Level I: Recorder (1)** Designed to develop fundamental Orff processes through elemental proficiency on the soprano recorder.

**572 Orff-Schulwerk Level I: Movement (1)** Designed to develop fundamental Orff processes through movement - locomotor, dance, descriptive, free improvisation.

**573 Orff-Schulwerk Level II: Basic Musicianship (2)** Designed to develop theoretical comprehension of the evolution of elemental music through the Baroque period. Liturgical and diatonic modes are used as vehicles in developing harmonic concepts. PREREQ: MUE 570, 571, 572, or Level I Certification from AOSA accredited program. Admission to program by audition.

**574 Orff-Schulwerk Level II: Recorder (1)** Designed to develop skills on alto, tenor, and bass recorders through improvisation, accompaniment, and ensemble playing in various styles and historical periods. PREREQ: MUE 570, 571, 572.

**575 Orff-Schulwerk Level II: Movement (1)** Continued development of movement techniques through improvisation, choreography in set or free focus with either rhythm, music, or dramatic content, or a combination thereof. PREREQ: MUE 570, 571, 572.

**576 Orff-Schulwerk Level III: Basic Musicianship (2)** Designed to develop comprehension of 20th-century styles, theoretical and performance practices of Western and non-Western music, while using both ethnic and popular means. PREREQ: MUE 573, 574, 575.

**577 Orff-Schulwerk Level III: Recorder (1)** Continuation of Level II proficiencies and exploration of consort materials found in Orff-Schulwerk, Volumes 1-5. PREREQ: 573, 574, 575.

**578 Orff-Schulwerk Level III: Movement (1)** Continuation of Level II proficiencies; the analysis of ethnic and historical dances with appropriate choreographic notation in set and free form focus or a combination thereof. PREREQ: MUE 573, 574, 575.

**579 Orff-Schulwerk: Recorder Ensemble (1)** A culmination of recorder instruction, through performance analysis, and discussion into a survey of repertoire suitable for recorder consort and consort with subordinate instruments. PREREQ: MUE 573, 574, 575.

◆ This course may be taken again for credit.



**580 Orff-Schulwerk: Movement (1)** An in-depth study to develop visual and spatial awareness, coordination and body control, imagination, improvisation, and kinesthetic understanding of musical elements as they interact within the Schulwerk process. PREREQ: MUE 573, 574, 575. Open, as an elective, to students demonstrating proficiency in creative movement, improvisation, and ethnic dance. Admission by audition.

**581 Orff-Schulwerk: Instrumentation Practicum (1)** A survey of works by Carl Orff and Gunild Keetman for the instrumentarium which requires advanced performance skills. PREREQ: MUE 573, 574, 575. Open, as an elective, to students demonstrating playing proficiencies using basic techniques or unpitched and pitched instruments, as well as improvisational skills. Admission by audition.

**582 Orff-Schulwerk Final Project (1)** Preparation of Orff-Schulwerk final project, which will include written and audio-visual documents applying Orff-Schulwerk principles and processes to the music classroom.

**590 Introduction to Music Technology (1)** This course provides an introduction to music technology. Topics include a survey of musical applications and the basics of computer operation.

**591 Introduction to Notation, Sequencing, and Electronic Instruments (3)** This course covers music notation software, sequencing software, and electronic instruments in the elementary and secondary music classroom.

**592 Introduction to Computer-Assisted Instruction, Multimedia, and the Internet (3)** This course covers computer-assisted instruction, multimedia, and the Internet in the elementary and secondary music classroom.

**593 Notation for Music Education (3)** This course covers notation software in the music classroom and as a tool for arranging and composing choral and instrumental music. PREREQ: MUE 591, 592.

**594 Sequencing for Music Education (3)** This course covers sequencing software in the music classroom and as a tool for creating original recordings and multimedia files for the Internet and multimedia projects. PREREQ: MUE 591, 592.

**595 Interactive Internet for Music Education (3)** This course covers editing and integrating existing interactive Internet technology into the music classroom. There will be an emphasis on customizing

online quizzes, and the development of custom, interactive music lessons. PREREQ: MUE 591, 592.

**596 Multimedia Authoring for Music Education (3)** This course covers using, creating, and editing multimedia lessons for the music classroom. There will be an emphasis on customizing multimedia templates, and the development of custom, interactive music lessons. PREREQ: MUE 591, 592.

**597 Digital Media for Music Education (3)** This course covers creating and editing digital multimedia for the music classroom with an emphasis on text, graphics, sound, and video. Digital media will be integrated into presentation programs and stand-alone formats such as audio and video tape, and CD. PREREQ: MUE 591, 592.

**598 Integrating Music Technology into the Classroom (3)** This course will cover effective teaching strategies using music technology. Topics will include computer-assisted instruction, multimedia, Internet, notation software, sequencing software, and electronic instruments. PREREQ: MUE 591, 592.

**600 Assessing and Evaluating Musical Learning (3)** Review, analysis, and practical application of print and electronic assessment and evaluation strategies in music education. Strategies and tools will be developed for assessment of musical performance, musical creativity, and writing about music and musical experiences in all facets and levels of the elementary/secondary school music program.

**601 Innovations in Elementary Music Education (3)** Review, analysis, and practical applications of current and developing pedagogy, materials, assessment techniques for the K-6 elementary general music classroom. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for their expertise in this area. May be repeated one time for credit with permission of department.

**602 Innovations in Middle School Music Education (3)** Review, analysis, and practical applications of current and developing pedagogy, materials, assessment techniques for the Grade 5-8 middle school general music classroom. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for their expertise in this area.

**603 Innovation in Instrumental Music Education (3)** Review, analysis, and practical applications of current and developing pedagogy, materials,

assessment techniques for the elementary/secondary instrumental music program. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for their expertise in this area.

**604 Innovations in Choral Music Education (3)** Review, analysis, and practical applications of current and developing pedagogy, materials, assessment techniques for the elementary/secondary choral music program. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for their expertise in this area. May be repeated one time for credit with permission of department.

**605 Innovations in Movement in Music Education (3)** Review, analysis, and practical applications of current and developing pedagogy, materials, assessment techniques for movement activities in the elementary/secondary school general music classroom. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for their expertise in this area. May be repeated one time for credit with permission of department.

**679 Special Subjects Seminar (1-3)** Significant topics presented by faculty members or visiting lecturers. Designed to meet specific needs of the seminar group.

**681-83 Independent Study in Music (1-3)** Individual research under the guidance of a faculty member. PREREQ: Permission of instructor.

**691 Research Seminar in Music (2)** A research proposal with supporting procedures is developed. Guidance in individual research topics, with tutorial assistance in form and style of research writing.

**692 Research Report (2)**

**693 Music Technology Final Project (1)** Preparation of a music technology project is developed in consultation with a faculty adviser in one of three domains: guided research into relevant topics in technology and music education in which students will select an appropriate topic, under advisement, and carry out the research and written document; curriculum development, allowing students to develop the curriculum for a course in music technology; and computer-aided instruction development where students will select an appropriate topic, under advisement, and design and build a stand-alone or Web-based application.

**698 Recital Research (1)**

## Music History and Literature

Dr. Balthazar, *Chairperson*

### PROFESSOR

Scott L. Balthazar, Ph.D., *University of Pennsylvania*

### ASSOCIATE PROFESSOR

Julian Onderdonk, Ph.D., *New York University*

### ASSISTANT PROFESSORS

Maria Purciello, Ph.D., *Princeton University*

Thomas Winters, Ph.D., *University of Pennsylvania*

### Admission Requirements

In addition to the general requirements for admission to degree programs in music, music history applicants must demonstrate reading knowledge of a second language, preferably French or German. Students found lacking this reading skill in another language must eliminate this deficiency before admission to degree candidacy.

## MASTER OF ARTS IN MUSIC HISTORY

(30 semester hours)

### Thesis Option

- |   |                   |
|---|-------------------|
| <b>I. Area of concentration</b>   | 15 semester hours |
| Five courses in music history from the following:<br>MHL 610, 611, 612, 613, 614, 615, 679, and 680 |                   |
| <b>II. Electives</b> (can be taken in music history)  | 9 semester hours  |
| <b>III. Research component</b>  | 6 semester hours  |
| MHL 689, 699  |                   |
| Exit oral examination (including thesis defense)  |                   |

### Nonthesis Option

- |   |                   |
|---|-------------------|
| <b>I. Concentration electives</b>   | 15 semester hours |
| Six courses in music history, including one from each group:<br>Group I: MHL 601, 602<br>Group II: MHL 603, 604 |                   |
| <b>II. Free electives</b>   |                   |
| <b>III. Exit examination</b>  |                   |



## COURSE DESCRIPTIONS MUSIC HISTORY AND LITERATURE

Symbol: MHL

### 501 Style, Form, and Genre in Music History (3)

An introduction to the study of music at the graduate level designed as a survey of Western art music with emphasis on fundamental considerations of form, style, and genre.

**510 Collegium Musicum (1)** A chamber ensemble specializing in the use of authentic instruments and performance techniques in the music of the Medieval, Renaissance, and Baroque eras. Open by audition.

**550 Seminar in Musicology (3)** Bibliographical materials, introduction to musicological research, development of research techniques, and writing skills. Required of M.A. (music history) candidates.

**610 Topics in Medieval Music (3)** Exploration of selected topics in medieval music. Specific topics deal with various aspects of music and musical development during this period. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.

**611 Topics in Renaissance Music (3)** Exploration of selected topics in 15th and 16th century music. Specific topics deal with various aspects of music and music development during this historical epoch. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.

**612 Topics in Baroque Music (3)** Exploration of selected topics in the history of music in the baroque period. Specific topics deal with various aspects of

music and musical development during this historical epoch. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.

**613 Topics in Music from 1750–1810 (3)** Exploration of selected topics in the history of music in the classic period. Specific topics deal with various aspects of music and musical development during this historical epoch. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.

**614 Topics in Music from 1810–1880 (3)** Exploration of selected topics in the history of music in the early 19th century. Specific topics deal with various aspects of music and musical development during this historical epoch. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.

**615 Topics in Music from 1880–Present (3)** Exploration of selected topics in the history of music from the late romantic period to the present. Specific topics deal with various aspects of music and musical development during this historical epoch. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.

**620 World Music (3)** An introduction to the study of tribal, folk, popular, and oriental music and ethnomusicological methodology. Open to music majors and nonmusic majors without prerequisites.

**622 History of Jazz (3)** A survey of the history of jazz, including representative performers and their music.

**654 History of Opera (3)** The composers and their major contributions to the various schools of opera.

**655 History of Orchestral Music (3)** How the symphony orchestra developed from the Baroque period to the present in its function, literature, instrumentation, and performance practices.

**658 Performance Practices (3)** A consideration of the special problems encountered in the stylistic realization and performance of music from the Medieval through the Romantic eras. Particular attention will be focused on original sources, period instruments, and performance problems.

**659 Topics in American Music (3)** Exploration of selected topics in the history of music in America from 1620 to the present.

**662 Mozart and His Works (3)** A study of the life and music of Wolfgang A. Mozart with special reference to the period in which he lived. Taught in summers in Salzburg, Austria.

**679 Topics in Music History I (1-3)** Significant topics presented by faculty members or visiting lecturers. Designed to meet specific needs of the seminar group.

**680 Topics in Music History II (1-3)** Significant topics presented by faculty members or visiting lecturers. Designed to meet specific needs of the seminar group.

**681-83 Independent Study in Music History (1-3)** Individual research under the guidance of a faculty member.

**698 Directed Research in Musicology (3)** This course is designed to assist the graduate music history major to focus research pursuits toward formulation of a potentially successful thesis topic.

**699 Thesis in Music History (3)**

## Music Theory/Composition

Dr. Maggio, *Chairperson*

### PROFESSORS

Robert Maggio, Ph.D., *University of Pennsylvania*

Larry A. Nelson, Ph.D., *Michigan State University*

### ASSOCIATE PROFESSORS

Mark T. Rimple, D.M.A., *Temple University*

Alexander Rozin, Ph.D., *University of Pennsylvania*

### ASSISTANT PROFESSORS

Adam Silverman, D.M.A., *Yale University*

Van Stiefel, Ph.D., *Princeton University*

### Admission Requirements

In addition to the general requirements for admission to degree programs in music, theory/composition applicants must (1) schedule an interview with a faculty committee appointed by the chairperson of the Department of Music Theory/Composition; and (2) demonstrate sufficient pianistic ability, sight singing, and aural perception to meet

the demands of the program. In addition, composition applicants must submit original works showing technical facility in composition.

### MASTER OF MUSIC IN THEORY/COMPOSITION

(30 semester hours)

- |  |                   |
|--|-------------------|
| <b>I. Required course</b>  | 3 semester hours  |
| Music History (3)  |                   |
| <b>II. Area of concentration</b>   | 21 semester hours |
| A. Requirements  | 15 semester hours |
| MTC 512, 517, 542, 544, 579  |                   |
| Note: On the basis of student preparation, and under advisement, a course from concentration electives may be substituted. |                   |
| B. Concentration electives   | 6 semester hours  |
| Any two selected from the following:   |                   |
| MTC 513, 514, 516, 541, 545, 546, 552, 554   |                   |
| <b>III. Free elective</b>  | 3 semester hours  |
| <b>IV. Research component</b>  | 3 semester hours  |
| MTC 697 or 699   |                   |
| <b>V. Comprehensive examination</b> (thesis defense)   |                   |
| The thesis defense serves as the comprehensive exit examination.   |                   |

## COURSE DESCRIPTIONS MUSIC THEORY/COMPOSITION

Symbol: MTC (unless otherwise indicated)

### 512-14 Advanced Composition I, II, and III (3)

Free composition in larger forms for ensembles, solo voice and chorus, chamber groups, and orchestra. **PREREQ:** MTC 213 (Theory of Music IV) or equivalent.

**517 Electronic Music (3)** Materials and techniques of electronic music and their use in composition. Laboratory experience in the composition of electronic music. **PREREQ:** Permission of the instructor.

**MWJ 536-39 Jazz Studies Workshop (1-3)** A workshop for the study and performance of jazz. Arranging and ensemble performance opportunities. A separate brochure describes summer workshops.

**541 Advanced Orchestration (3)** Original composition or arrangement for orchestra. **PREREQ:** A knowledge of the instruments of the orchestra and experience in their use.

**542 Advanced Musical Form (3)** A detailed study of musical form, with emphasis on modifications of sonata form, vocal and instrumental forms of Baroque music, and forms that are unique.



**544 Advanced Counterpoint I (3)** Contrapuntal techniques of the 18th century. Chorale prelude and invention.

**545 Advanced Counterpoint II (3)** Continuation of MTC 544. Includes the canon, invertible counterpoint, and fugue. PREREQ: MTC 544 or permission of the instructor.

**546 Techniques of Early 20th-Century Music (3)** A study of compositional techniques in representative vocal and instrumental works of the first two decades of this century.

**550 Acoustics of Music (3)** The study of sound: its production, transmission, and reception. Musical instruments, the acoustics of rooms, and the physical basis of scales.

**561 Jazz Harmony and Arranging (3)**

**562 Advanced Jazz Harmony and Arranging (3)** A study of improvisation and arranging, literature,

and other aspects of an important phase of popular styles.

**564 Performance Practices in Contemporary Music (3)** This course will provide the following opportunities: (1) the participants will study technical problems of understanding new notation (e.g., graphic scores, proportional scores, multiphonics, microtones, metric modulation, asymmetrical rhythm groupings, prose scores, etc.), and will develop a reasonable facility in performing scores that include these techniques; (2) an ensemble, for which composition students may compose; and (3) the establishment of an ensemble, which may publicly perform new music.

**579 Seminar in Music Theory (1-3)** Special topics seminar designed to meet specific needs of music majors in the area of theory research.

**591 Advanced Chromatic Harmony (3)**

**592 Advanced Ear Training (2)**

**679 Special Subjects Seminar (1-3)** Significant topics presented by faculty members or visiting lecturers. Designed to meet specific needs of the seminar group.

**681-83 Independent Study in Music (1-3)** Individual research under the guidance of a faculty member. PREREQ: Permission of instructor.

**691-92 Research Seminar in Music (1-2)** A research proposal with supporting procedures is developed. Guidance in individual research topics with tutorial assistance in form and style of research writing.

**697 Theory Thesis (3)** For graduate majors in theory only.

**698 Research Report (1)**

**699 Musical Composition Thesis (3)** For graduate majors in composition only.

## Nursing

222 Sturzebecker Health Sciences Center  
West Chester University  
West Chester, PA 19383  
610-436-2219

Dr. Mackey, *Chairperson*

Dr. Stowe, *Assistant Chairperson and Graduate Coordinator*

### PROFESSOR

Janet S. Hickman, Ed.D., *Temple University*

### ASSOCIATE PROFESSORS

Charlotte Mackey, Ed.D., *Widener University*  
Ann Coghlan Stowe, Ph.D., *Widener University*  
Christine Thomas, Ph.D., *Widener University*  
Brent W. Thompson, Ph.D., *Widener University*

### ASSISTANT PROFESSORS

Robert Mackey, D.Ed., *Widener University*  
Cheryl Ann Monturo, Ph.D., *University of Pennsylvania*  
Christine Moriconi, Ph.D., *LaSalle University*  
Cheryl Schlamb, M.S.N., *University of Pennsylvania*

### INSTRUCTOR

Susan Stabler-Haas, M.S.N., *Villanova University*

## MASTER OF SCIENCE IN NURSING

### Mission

The mission of the Department of Nursing at West Chester University is to provide high-quality professional degree education in nursing. The baccalaureate program prepares graduates for entry to nursing practice, and the master's program prepares graduates for advanced practice in community health nursing. The goal of the department is to prepare nurses for leadership and advocacy in the health promotion, disease prevention, and health restoration of individuals, families, and communities. Graduates of these nursing programs will be professionals capable of assuming leadership in present and emerging health care roles, citizens who contribute to society and are committed to life-long learning and personal development.

At the end of the M.S.N. program, the graduate will be able to

1. synthesize philosophy, theory, content, and methods of public health science and nursing science as a basis for community health nursing practice;
2. demonstrate advanced clinical skills in society including culturally

- diverse and/or medically underserved individuals and aggregates;
3. assume beginning roles in education or administration;
4. design health care strategies in which nurses contribute to the health promotion and disease prevention of individuals and aggregates;
5. evaluate health care issues, trends, and policies;
6. pursue and evaluate professional development as a continuing professional learner;
7. collaborate with interdisciplinary groups in the community for the purpose of health care planning to achieve the objectives of Healthy People 2010;
8. acquire a foundation for doctoral study in nursing;
9. assume the role of advocate in community settings to promote accessibility of health care services and to enhance quality of care;
10. demonstrate a philosophy of nursing that reflects commitment to social justice and the advancement of nursing science;
11. participate in scientific inquiry directed to the health care needs of populations as well as individuals and families.

### M.S.N. Admission Requirements

The minimum admission standards for the Department of Nursing are a B.S.N. degree from a National League for Nursing Accrediting Commission (NLNAC) or a Commission on Collegiate Nursing Education (CCNE) accredited program, an undergraduate GPA of at least 2.8, a course in statistics, a course in physical assessment, current licensure as a registered nurse (Pennsylvania licensure required prior to the clinical practicum), at least two years of recent full-time experience as a nurse providing direct clinical care, and three letters of recommendation from individuals familiar with the applicant's academic and/or professional qualifications.

### School Nurse Certification

The School Nurse Certification program is a 13-credit, post-baccalaureate program that prepares students for initial Pennsylvania Department of Education certification as an Educational Specialist I - School Nurse. Required courses are NSG 502, 512, 520, and EDA 541.

### Program Objectives

1. Demonstrates competency in providing alternatives for planning, implementing, and evaluating health interventions and wellness promotion in a variety of school settings.



2. Analyzes the organization, administration, and governance of the educational system.
3. Articulates an understanding of child/adolescent growth and development.
4. Demonstrates competency in planning and implementing learning experiences that meet the needs of students from varying cultural backgrounds.
5. Displays proficiency in selecting, implementing, and evaluating an appropriate health maintenance and wellness program for students and families.
6. Identifies legal aspects of the educational system as they relate to the role of the school nurse.

### Admissions Requirements for School Nurse Certification

1. B.S.N. degree from a National League for Nursing Accrediting Commission (NLNAC) or a Commission on Collegiate Nursing Education (CCNE) accredited nursing program.
2. Current licensure as a registered nurse in Pennsylvania.
3. A cumulative undergraduate grade point average of 3.0 on last 48 credits.

### Certificate in Nursing Education 12 semester hours

The nursing education certificate program will provide nurses who have B.S.N. or M.S.N. degrees with the knowledge and experience to teach nursing students at the entry levels of A.D.N. and B.S.N.

The nursing education certificate program requires successful completion of four, three-credit graduate courses: NSG 507, 508, 511, and 513.

### M.S.N. (Emphasis in Public Health Nursing)

The master of science in nursing program will prepare professional nurses for leadership roles in community health nursing through in-depth consideration of community-based health care delivery systems, preparation in a functional role, and the use of critical inquiry and scholarship to improve the practice of nursing.

The program curriculum, developed in coordination with nurse educators, clinicians, and professional societies, offers a choice of instructional focus. The student will select education, administration, or integrative health as a functional component within the community health program of study. All students pursuing the M.S.N. degree are required to earn six credits in nursing research to complete the program.

#### Functional Component: Nursing Education

The focus in nursing education will enhance the skills of the professional nurse in curriculum development and teaching competencies in nursing. Relevant electives (three credits) are selected under advisement.

#### Functional Component: Nursing Administration

The nursing administration focus will facilitate preparation of graduate nurses as clinical specialists, especially in the fields of gerontology and chronic illness. This focus is designed in view of a more severely ill case mix in acute-care settings, as well as accelerated use of HMO's, home health agencies, and other types of community-based care. Relevant electives (three credits) are selected under advisement.

#### Functional Component: Integrative Health

The integrative health focus provides both content and field experience in alternative and complementary health modalities. Relevant electives

(three credits) are selected under advisement.

### Curriculum

39 semester hours

#### I. Core component

18 semester hours

HEA 520; NSG 501, 502, 503, 504

#### II. Functional component

9 semester hours

Each student will choose nursing administration, nursing education, or integrative health as a functional focus.

##### A. Nursing administration

NSG 509, 510, and relevant electives selected under advisement (3)

OR

##### B. Nursing education

NSG 507, 508, and relevant electives selected under advisement (3)

##### C. Integrative health

HEA 501 or NSG 518, NSG 515, and relevant electives selected under advisement (3)

#### III. Research component

6 semester hours

NSG 505, 506

#### IV. Thesis and nonthesis option

6 semester hours

Thesis: NSG 610 (3-6) OR

Nonthesis: Relevant electives selected under advisement (6)

#### V. Satisfactory performance on the written and/or oral comprehensive examination

### Special Requirements

**Insurance.** Students are required to carry liability insurance coverage in the amount of \$1,000,000/\$3,000,000 when enrolled in nursing courses having a clinical component.

### CPR Certification

Students enrolled in nursing courses having a clinical component are required to be currently certified by the American Red Cross, American Heart Association, or other acceptable resource in life support (two-person) cardiopulmonary resuscitation. The CPR course must include resuscitation of infants and children.

In addition, school nurse certification candidates must have Acts 151 and 34 clearance prior to the school health practicum.

### Health Requirements

Students enrolled in nursing courses having a clinical component must provide the Department of Nursing with evidence of a current (within one year) health assessment performed by a physician or certified nurse practitioner. Documentation of immunity to Rubella, rubeola, measles, mumps, poliomyelitis, tetanus, diphtheria, hepatitis B, and varicella is required.

### Substance-Abuse Policy

Students are expected to perform unimpaired. Prior to taking NSG 502 students must have a negative substance-abuse result. This policy is in addition to the West Chester University Student Code of Conduct and the Drug-Free Campus policy (Section III, Ram's Eye View).

### TB Testing

In order to comply with agency requirements, a two-step tuberculin skin test will be required for all students prior to taking NSG 502 and any subsequent clinical practicum if more than 12 months have transpired.

## COURSE DESCRIPTIONS

### NURSING

Symbol: NSG

**501 Nursing Theories and Issues (3)** Exploration of a variety of theories and current issues that affect nursing practice, education, and administration.

### 502 Perspectives of Public Health Nursing (4)

Introduction to concepts of public health and community health nursing. Includes both classroom presentations and clinical practicum in an agency of interest to the student, focusing primarily on community health care. PREREQ or CONCURR: NSG 501.

### 503 Principles and Practice of Public Health Nursing (6)

Students will continue to refine the application of principles of public health during a second in the series of courses combining theory with practice. Continued emphasis on the political, governmental, and fiscal management aspects of public health nursing. PREREQ: NSG 502.



**504 Advanced Concepts of Public Health Nursing** (2) Seminar on advanced concepts of public health. No clinical practicum is associated with this course, which will be taken either prior to or together with the functional practicum. PREREQ: NSG 503.

**505 Nursing Research I (3)**

**506 Nursing Research II (3)** Critical analysis of research design and outcomes, using existing nursing research studies from the professional literature and existing computerized simulated research to develop skill in research modalities. PREREQ: NSG 505.

**507 Curriculum Development in Nursing Education (3)** This course is designed to examine the theory and practice of curriculum development as a group process, synthesizing basic principles of curriculum in nursing education.

**508 Teaching Competencies in Nursing - Principles and Methods (3)** Examination of the teaching-learning process and skills in professional nursing, with emphasis on baccalaureate or in-service education. Includes both classroom and clinical practicum teaching experience, as well as seminars with other students enrolled. Focus is community health nursing throughout. PREREQ: NSG 507.

**509 Public Health Nursing Administration (3)** Principles of administration, leadership, and organization related to the delivery of public health nursing care. Organizational, management, power, decision-making, motivational, and change theories will be examined in relationship to the community health nurse administrator.

**510 Nursing Administration in Public Health Nursing Settings (3)** Examination of management skills for nurse-administrators in a service setting in public health. Includes both classroom and clinical practicum administrative experience, as well as seminars with other students enrolled. Focus is public health nursing throughout. PREREQ: NSG 509.

**511 Measurement and Evaluation in Nursing Education (3)** This course will focus on the application of principles of measurement and evaluation within nursing education. Practical experiences will include the construction and evaluation of classroom tests and clinical assessment instruments, as well as interpretation of standardized tests used within nursing education.

ing education. Current trends and issues related to evaluation will be discussed.

**512 Legal Mandates of School Nursing (3)** This course examines the structure of the educational organization and legal issues that specifically affect the certified school nurse and impact the student in the learning environment. Emphasis will be placed on the school nurse's responsibility to enhance the student's ability to learn in relation to promotion, restoration, and maintenance of health.

**513 Nursing Informatics (3)** This course will focus on the current and potential impact of the microcomputer in the nursing arenas of practice, education, and administration. Basic concepts of computer literacy will be reviewed with lab exercises to assist those who are not computer literate. The course then will proceed from the history of nursing informatics and culminate with the future of nursing informatics.

**514 Human Lactation, Breast-Feeding, and Health of the Community (3)** This course is for students seeking in-depth knowledge about breast-feeding and human lactation. Through various assignments, the research in lactation will be explored and critiqued. Emphasis is on understanding the physiology of human lactation and the health impact on infants and their mothers. The normal process of breast-feeding will be addressed with analysis of the barriers to breast-feeding in today's society. Using national policies and standards as the focal point, the student will analyze what local, national, and international organizations are doing to support breast-feeding.

**515 Nursing Practice in Integrative Health Settings (3)** An advanced practice nursing course in community-based integrative health setting(s). Includes both classroom and clinical practice as well as seminars with other students enrolled. Focus is on community health nursing throughout. One hour of class, eight hours of clinical per week. PREREQ: NSG 518 or HEA 501.

**516 Cancer Nursing Practice (3)** The emphasis of this course is the care of clients with cancer. This course examines the various physiological, psychosocial, and spiritual effects this disease has on clients and their families. A variety of topics will be discussed, including communication, hope, sexuality, spirituality, loss, pain, and altered body image. The

focus of the course is on the role of the professional nurse in prevention, diagnosis, and client management.

**517 Selected Topics in Nursing (1-6)** An in-depth study of selected, current topics relevant to the development of nursing majors. This course will emphasize the critical analysis of current topics that impact on professional nursing. Each student will develop a commitment to reading and critiquing nursing research in professional journals as part of the teaching-learning process.

**518 Care of the Community Spirit (3)** This course focuses on community building and spirituality. Course content includes introduction to the concept of community spirit, culture, and community; integration of health and spirit within the community.

**519 Parish Nursing (3)** This course provides an overview of the practice of parish nursing, within the broader focus of advanced practice nursing. It includes both the context of parish nursing practice and the collaborative aspects of parish nursing. Legal and ethical aspects of parish nursing practice are addressed.

**520 Health Assessment in Advanced Nursing Practice (3)** This course combines comprehensive theoretical and laboratory experience to enable the nurse in advanced practice to complete a holistic health assessment of the client. Opportunity is provided to enhance the participant's ability to collect relevant data via use of appropriate interviewing methods, developmental and physical assessment techniques, critical thinking, and psychomotor skills (two hours, lecture; three hours, laboratory).

**521 Palliative Nursing Care in the Community (3)** Provision of palliative care in various community settings. End-of-life issues addressed with strategies to promote change. Biopsychosocial and spiritual symptom management for individuals and families is emphasized.

**522 Epidemiology (3)** An overview of the epidemiological model of disease causation. Various epidemiological study designs and their applications will be presented.

**610 Thesis (3-6)** Undertaken after completion of NSG 506. Research, supervised from topic selection, implementation, evaluation, and presentation.

## Philosophy

103 Main Hall

West Chester University

West Chester, PA 19383

610-436-2841

Dr. Woolfrey, *Chairperson*

Dr. Schroepfer, *Graduate Coordinator*

### PROFESSOR

Ruth Porritt, Ph.D., *Purdue University*

### ASSOCIATE PROFESSORS

Frank Hoffman, Ph.D., *University of London*

Joan Woolfrey, Ph.D., *University of Oregon*

### ASSISTANT PROFESSORS

Daniel Forbes, Ph.D., *University of Georgia*

Matthew F. Pierlott, Ph.D., *Marquette University*

Helen D. Schroepfer, Ph.D., *Temple University*

### Program of Study

The Department of Philosophy offers a program leading to the master of arts in philosophy, with or without an applied ethics concentration. This degree will serve as a foundation for studies leading to a Ph.D. in

philosophy or prepare students for positions in industry, government, or college teaching.

### Admission Requirements

In addition to meeting general requirements for admission to a degree program at West Chester, applicants must provide three letters of reference (preferably from undergraduate philosophy professors), as well as a writing sample or GRE scores, and must present a minimum of 12 semester hours of undergraduate philosophy, including courses in history of ancient philosophy, history of modern philosophy, ethics, and logic.

### Final Examination Requirement

A comprehensive, written final examination is required of those students not electing the thesis option. This will cover four fields: (1) metaphysics; (2) any two from ethical theory, aesthetics, philosophy of language, philosophy of science, philosophy of religion, philosophy of mind, biomedical ethics or business ethics; (3) any agreed-upon philosopher, such as Plato, Aquinas, Kant, or Wittgenstein.

### MASTER OF ARTS IN PHILOSOPHY

(30 semester hours)

Students have the choice (under advisement) of a thesis or nonthesis



program, and a traditional or applied ethics concentration.

<b>Curriculum: Traditional</b>	30 semester hours
<b>I. Required</b>	9 semester hours
PHI 525, 599, and 640	
<b>II. Philosophy concentration</b>	9 semester hours
<b>III. Thesis</b>	12 semester hours
A. Electives in philosophy or related courses (6)	
B. PHI 610 Thesis (6)	
OR	
<b>IV. Nonthesis</b>	12 semester hours
A. Electives in philosophy or related courses	
NOTE: The recommended list of courses depends on one's choice of concentration. Electives for the traditional concentration should be chosen primarily from graduate-level philosophy courses.	

## MASTER OF ARTS IN PHILOSOPHY

### Concentration in Applied Ethics

(30 semester hours)

This degree offers training in the theoretical justification and the practical application of moral reasoning. Students may choose to concentrate their courses in business ethics or healthcare ethics or in combination and will develop skills in seeing, analyzing, and resolving problems in the workplace.

Prerequisites are six credits of upper-division undergraduate work in philosophy.

<b>Curriculum: Applied Ethics</b>	30 semester hour
<b>I. Required</b>	9 semester hours
PHI 525, 599, and 640	
<b>II. Philosophy concentration</b>	9 semester hours
PHI 512, 570, and/or 580 (all recommended)	
<b>III. Thesis</b>	12 semester hours
A. Electives (6)	
B. PHI 610 Thesis (6)	
OR	
<b>IV. Nonthesis - electives</b>	12 semester hours

## COURSE DESCRIPTIONS

### PHILOSOPHY

Symbol: PHI

**512 Ethical Theories (3)** An inquiry into the meaning, interpretations, and function of ethical theory in people's lives. The course will explore some combination of classic, modern, and contemporary ethical theories.

**513 Aesthetic Theories (3)** History of aesthetics, as seen in classic interpretations. Psychological and sociological origins of art; the role of art works in the enrichment of life.

**514 Philosophy of Religion (3)** Dominant trends in religious philosophy of the Western world. Religious language, reason and faith, science, the nature of man, the existence of God, and mysticism.

**515 Existentialism (3)** Background and themes of current existentialism, as reflected in Kierkegaard, Jaspers, Marcel, Heidegger, and Sartre. Evaluation of existentialism and its impact on contemporary literature, drama, art, and society.

**520 Philosophy of Mind (3)** The human mind, according to representative views. Presuppositions and implications, both scientific and philosophic, traced and analyzed. The mind-body problem, perception, memory, and the implications of depth psychology.

**521 Philosophy of Law (3)** Consideration of the philosophical foundations of law. Topics may include the nature of law and its relation to rights, liberties, duties, liability, responsibility, and privacy; the nature of judicial reasoning; concepts of responsibility and liability; theories of punishment; causation in

the law; discrimination and equality; the relation of law and morality; civil disobedience.

**522 Philosophy of Science (3)** The course begins with case studies in science and derives general principles from them. Scientific law, analogy, models, variant theories, confirmation, and interpretation.

**523 Philosophy of Language (also LIN 523) (3)** Problems of language and oral communication, with emphasis on problems of reference.

**525 Epistemology (3)** This course provides an introduction to the major issues in contemporary analytic epistemology. Though epistemology has a long history in philosophy, contemporary epistemology has brought a modern scientific worldview and psychological accounts to bear on articulating the nature and justification of knowledge and belief. In the 20th century many philosophers began to investigate the social factors (including race and gender) and values on an understanding of knowledge. Among the topics to be examined are skepticism, epistemic contextualism, defining knowledge, foundationalism and coherentism, epistemic externalism, naturalized epistemology, and feminist and social epistemology.

◆ **531 Asian Philosophy (3)** Central figures and classic teachings of Eastern philosophy and religion: Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shintoism; naturalistic and humanistic elements of decisive influence on the culture of the Orient.

**536 Symbolic Logic (3)** Basic principles and methods of symbolic logic. Practice in determining validity of sentential and quantificational arguments. The algebra of classes.

- A. Business or healthcare track
  - 1. Limited to one undergraduate course that can be taken for graduate credit: PHI 405, 422, 480, 482
  - 2. Other graduate-level electives: CRJ 504, GEO 525, HIS 555
- B. Business track
  - ADM 504, 505, 553; COM 510; CRJ 522; GEO 521, 526; MGT 511, 513, 514, 587; WOS 502, 503, 539
- C. Healthcare track
  - HEA 515 (strongly encouraged) and/or HEA 500, 501, 506, 512, 537, 550, 555, 640; NSG 521; SOC 519, 522

### Certificate in Business Ethics

15 semester hours

The graduate certificate in business ethics offers training in moral reasoning within the business setting for those with undergraduate degrees who meet the graduate school's and department's entrance requirements. Students will develop skills in seeing, analyzing, and resolving problems in the workplace. The certificate, which can be completed in three semesters, consists of two required philosophy courses—PHI 512 and 580—and three elective courses selected with advisement.

Electives: ADM 504, 505, 553; COM 510; CRJ 504, 522, 524, 525, 526; HIS 555; MGT 511, 513, 514, 587; PHI 405, 422, 480, 482; WOS 503, 530, 539

### Certificate in Healthcare Ethics

15 semester hours

The graduate certificate in healthcare ethics offers training in moral reasoning within the medical setting for those with undergraduate degrees who meet the graduate school's and departments entrance requirements. Students will develop skills in seeing, analyzing, and resolving problems in the healthcare field. The certificate, which can be completed in three semesters, consists of two required philosophy courses—PHI 512 and 570—and three elective courses selected with advisement.

Electives: HEA 515 (strongly encouraged); CRJ 504; GEO 524, 526; HEA 500, 501, 506, 512, 537, 538, 550, 555, 640, 642; HIS 555; NSG 521; SOC 519, 522

**570 Bioethics (3)** Philosophical analysis of ethical issues in medicine, research, and biotechnology.

**580 Business Ethics (3)** Examination of ethical theory and its application to issues in business and management.

**581 Philosophy of Human Rights (3)** An examination of theories of human rights and the bearing of these theories on public policy issues such as legitimacy of war and terrorism, economic justice, and whether future generations have rights. Topics include whether there are basic human rights, and if so, what they are, what is their nature or basis, and what arguments can be brought to bear upon these questions.

◆ **590 Independent Studies in Philosophy (3)**

◆ **599 Philosophic Concepts and Systems (3)** Basic concepts of the philosophic enterprise: form, matter, the categories, cause, and purpose. Relation of premises to method and conclusions. Rival theories are compared for justification and adequacy.

**610 Thesis (3-6)** By permission of thesis adviser.

◆ **640 Seminar (3)** Study and evaluation of the major works of one philosopher, such as Plato, Aquinas, Kant, or Wittgenstein.

The following undergraduate courses may also be taken for graduate credit, when properly approved: PHI 405 Feminist Theory, PHI 480 Environmental Ethics, PHI 482 Social Philosophy.

◆ This course may be taken again for credit.



## Political Science

106 Ruby Jones Hall  
West Chester University  
West Chester, PA 19383

610-436-2743

Dr. Loedel, *Chairperson*

Dr. Bernotsky, *Director, Master of Science in Administration; Public Administration Adviser*

### PROFESSORS

R. Lorraine Bernotsky, D.Phil., *Oxford University*  
Peter H. Loedel, Ph.D., *University of California, Santa Barbara*  
Yury Polsky, Ph.D., *University of Michigan*  
Frauke Schnell, Ph.D., *State University of New York at Stony Brook*

### ASSOCIATE PROFESSORS

John J. Kennedy, Ph.D., *Temple University*  
Duane D. Milne, Ph.D., *University of Delaware*  
Bhim Sandhu, Ph.D., *University of Missouri*  
Linda S. Stevenson, Ph.D., *University of Pittsburgh*

### ASSISTANT PROFESSOR

Chris Stangl, Ph.D., *University of Wisconsin-Madison*

### Programs of Study

The Department of Political Science offers the master of science in administration (M.S.A.) with a concentration in public administration. This is an interdisciplinary degree and is described in the "Administration" section of this catalog.

### COURSE DESCRIPTIONS POLITICAL SCIENCE

Symbol: PSC unless otherwise shown

**515 Women in Politics (3)** The role of women in politics is surveyed. Considerations include the relationship between the sexes as it has an impact on politics.

**525 The American Presidency (3)** Analysis of the presidency, stressing its evolution into a modern institution and the contemporary behavioral aspects of the office. Personality, power, and campaign strategy in conjunction with presidential relations with the executive branch, Congress, courts, and the media.

**530 The Politics of the Holocaust and Genocide (3)** This course examines the political causes of the Holocaust and genocides both in a historical and current context. Case studies include the Jews in Europe, Armenians, and Cambodians.

**531 Modern Political Theory (3)** Critical analysis of enduring political problems as seen primarily in the writings of theorists from Machiavelli to the present; basic concepts of political science; theories concerning the proper role of the state in society.

**532 International Relations (3)** Factors motivating the actions of nations; machinery evolved by nation states for effecting their various policies. Methods of diplomacy, international law, and international organization.

**533 Congressional Politics (3)** The politics of, and the legislative process in, Congress. Internal influences on the Congressional performance, such as rules, norms, and behavior, and external influences including the executive branch and interest groups.

**534 American Political Parties (3)** Patterns, functions, and history of the American political party system at national, state, and local levels. Theoretical and empirical studies of political interest groups, public opinion, and voting behavior.

**540 American Constitutional Law (3)** Evolution of constitutional law through study of the leading decisions of the Supreme Court and their significance for the American governmental system.

**541 Latin American Culture and Politics (3)** Comparative analysis of contemporary Latin American systems. Stress of political culture, decision making, ideologies, and political processes.

**542 Dynamics of Public Opinion and Political Behavior (3)** The political role and style of masses and elites; uses and abuses of polls, political socialization, voting behavior, campaigning, and media. Understanding individual opinion formation (micro) and mass publics (macro).

**544 American Public Policy (3)** Survey of literature; examination of approaches; discussion of concepts and issues in the field of American politics and policy processes.

**548 The Communist Powers (3)** Comparative study of various Communist systems, particularly the U.S.S.R. and China. Elite-mass relationships; role of Marxism-Leninism; party, economic, and political structures. Secondary attention to Eastern Europe, Cuba, and nonruling parties.

**549 Politics of Bureaucracy and Administrative Behavior (3)** In-depth examination of the fourth branch of government. Impact of administrative apparatus (bureaucracy) on public policy formulation and implementation in the United States.

## MASTER OF SCIENCE IN ADMINISTRATION

### Concentration in Public Administration

#### Curriculum

**I. Administrative core** 36 semester hours

ADM 501, 502, 503, 504, 505, and 507 18 semester hours

**II. Public administration core\*** 18 semester hours

Option 1: Focus on state and local government  
ADM 500, 600; GEO 525, 527; PSC 544, 549  
OR

Option 2: Specialized focus, taken under advisement, to meet the student's career goals and needs  
ADM 500, 600; PSC 544, 549  
Electives (6)

Additionally, both concentration options allow for an internship experience (ADM 612 Internship) of 3-6 semester hours. Students with little or no organizational work experience are required to successfully complete ADM 612 as an additional 3-6 hours in the concentration.

For course descriptions for ADM courses, see "Master of Science in Administration," page 33. For course descriptions for GEO courses, see "Geography and Planning," page 62.

A comprehensive examination in the concentration is required. The examination is based on core and concentration course work.

\*Students with undergraduate majors in political science may be permitted, with approval of concentration adviser, to substitute appropriate courses.

#### 551 The Politics of Non-Western Areas (3)

Problems of nation building, political participation, and elite-mass relationships in the less-developed nations. Latin American, Asian, or African nations may be stressed as a case study.

**552 Civil Liberties and Civil Rights (3)** Analysis of constitutional rights and governmental attitudes with respect to civil liberties. Emphasis on case-study method and role playing.

**560 The Politics of Revolution (3)** Synthesis of research, concepts, and theories of revolution. Stress on the meaning, causes, phases, and ideologies of revolution. Contemporary movements emphasized.

**PAD 561 State and Local Government (3)** Examination of the organization, functions, and politics of state and local government, including analysis of politics in states, counties, cities, and towns in urban, suburban, and rural areas. Intergovernmental relations in education, transportation, and welfare policy are examined.

**PAD 573 American Intergovernmental Relations (3)** Designed to familiarize students with the complex network of conflict, cooperation, and interdependence among national, state, and local government units. Topic areas include an analysis of continuing evolution of American federalism, an examination of this relationship from state and city government perspectives, and a description of specific intergovernmental fiscal programs and policies.

**590 Independent Study in Political Science (1-3)** Research projects, reports, and readings in political science. PREREQ: Approval of department chairperson.



# Professional and Secondary Education

201 Recitation Hall

West Chester University

West Chester, PA 19383

610-436-2958

Dr. Haggard, *Chairperson and Graduate Coordinator*

## PROFESSORS

Deborah S. Brown, Ph.D., *University of Delaware*

Yi-Ming Hsu, Ed.D., *University of Georgia*

John Kinslow, Ph.D., *Temple University*

Thomas Mastrilli, Ed.D., *University of Pittsburgh*

Lesley A. Welsh, Ph.D., *University of Connecticut*

## ASSOCIATE PROFESSORS

Kimberlee S. Brown, Ph.D., *University of Pennsylvania*

Cynthia Haggard, Ed.D., *Indiana University*

Stephanie L. Hinson, Ed.D., *University of Virginia*

Paul A. Morgan, Ph.D., *Teachers College, Columbia University*

Christian V. Penny, Ph.D., *Pennsylvania State University*

## ASSISTANT PROFESSORS

David L. Bolton, Ph.D., *Florida State University*

John Elmore, Ph.D., *Kansas State University*

Jane L. Kenney, Ph.D., *Temple University*

Larysa Nadolny, Ed.D., *University of Delaware*

## Programs of Study

The Department of Professional and Secondary Education offers the master of education, as well as graduate programs leading to teacher certification.

## MASTER OF EDUCATION IN SECONDARY EDUCATION

Dr. Haggard, *Program Coordinator*

This program is designed primarily to strengthen the professional knowledge, skills, and understanding of the graduate student. Practicing teachers will increase their knowledge base of effective teaching. In addition to the education courses offered, the 15 semester-hour elective area allows students to increase their knowledge in the academic content area.

## Admission Requirements

In addition to meeting admission requirements of the University, the student must

1. Be approved by the Department of Professional and Secondary Education for graduate work.
2. Attain an acceptable score on the Graduate Record Examination or the Miller Analogies Test. It is strongly recommended that the applicant have a valid teaching certificate.

Applicants whose certification is not in secondary education may, at the department chairperson's discretion, be required to take course work beyond the minimum semester-hour requirements for the degree.

Upon admission, students will be assigned advisers who will help them to outline the appropriate program. All work for the program must be approved by the program coordinator.

## Requirements for Admission to Degree Candidacy

During the precandidacy period, the student must

1. Attain full status, if program admission status was provisional.
2. Complete these required courses: EDF 500 and 510, and EDP 550.
3. Achieve a minimum overall grade point average (GPA) of 3.0 and a minimum GPA of 3.0 in the required courses in the area of concentration.
4. Show evidence of academic, personal, and professional qualities that satisfy the adviser and the departmental graduate committee.

## Curriculum

36 semester hours

### I. Required courses

9 semester hours

EDF 500 and 510, EDP 550

### II. Area of concentration requirements

12 semester hours

A minimum of 12 semester hours must be selected from the following: EDF 503, 504, 505, 506, 507, 509, 515, 516, 520, 570, 580, 581, 589, 590; EDP 531; EDS 502, 505, 524, 599; EDT 500, 501, 502, 503; EDU 501, 502

### III. Electives

15 semester hours

The electives may be from courses listed above, or from courses in the student's teaching field. They also may be a combination of both.

## Comprehensive Examination

Students must perform satisfactorily on a written comprehensive examination.

To be eligible, students must have

1. Taken the required courses: EDF 500 and 510, and EDP 550.
2. Completed 28 semester hours of work, including the nine semester hours of required courses and 12 semester hours from the area of concentration.
3. Attained a minimum overall GPA of 3.0 and a minimum GPA of 3.0 in the required courses and the courses in the area of concentration.
4. Received the approval of the departmental graduate coordinator.

Students who fail the comprehensive examination are allowed a second attempt. A second failure terminates candidacy.

## Secondary Teaching Certification

The Department of Professional and Secondary Education offers a nondegree program for post-baccalaureate students seeking secondary teaching certification. Students must apply through the Office of Graduate Studies and Extended Education for the certification program and meet admission requirements specified by the Pennsylvania Department of Education for the University. (See "Formal Admission to Teacher Education for Certification," page 22.) The program consists of six education courses, including a methods course offered by the academic area, plus a full semester of student teaching. Students must have academic course work in their subject area discipline(s) equivalent to an undergraduate B.S.Ed. from West Chester University. Undergraduate transcripts will be evaluated by the content area department to assess any additional course work that may be needed in the academic discipline.

Courses required for certification include EDA/EDR 341, EDF 589, EDP 531 and 550, EDS 505, EDT 500, and a subject area methods course. (Note: Some course work taken for certification may count for the M.Ed. in secondary education.)

Candidates must show evidence of completion of required ETS Praxis I and II tests to student teach. They must pass all Praxis tests to become program completers and qualify for Pennsylvania certification. See the department for current requirements.

The State Board of Education adopted changes that affect all of Pennsylvania's teacher certification programs by adding nine credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or equivalent combination to meet the instructional needs of English language learners. Additional program requirements are being developed and incorporated into the certification programs to comply with new regulations that become effective January 1, 2011.

## MASTER OF EDUCATION

The master of education program has concentrations in chemistry, French, history, and Spanish, offered cooperatively by the College of Education and the College of Arts and Sciences. The academic requirements for each concentration are found under the respective department listing.



With this degree, students can strengthen their knowledge in the major subject area, as well as their professional knowledge and competence. Students earning degrees in this program are advised primarily by their academic department representative but also must consult with a professional and secondary education adviser concerning the education portion of their program. Note: This program does not lead to teacher certification without additional course work.

### Curriculum

36 semester hours

#### I. Professional education requirements\*

12 semester hours

##### A. EDF 510

B. A minimum of one course from each of the following groups:

##### Group 1

EDF 516, 520, 580, 581, 589

##### Group 2

EDF 503, 507, 509; EDP 531, 550, 557, 560, 569; EDS 524; EDU 502

##### Group 3

EDC 567; EDF 504, 505, 506, 570, 590; EDS 502, EDU 501

#### II. Concentration requirements

21-23 semester hours

##### A. EDF 500 (3)

##### B. Academic subjects (18-20)

(See respective academic department for details)

#### III. Electives (professional or academic)\*

1-3 semester hours

### Comprehensive Examinations

The student must perform satisfactorily on the final comprehensive examination covering the subject matter concentration and the professional education requirements.

### Graduate Certificate Program in Education for Sustainability

The graduate certificate program in education for sustainability (EFS) is designed for professionals who want to help others (students, co-workers, citizens) better understand the challenge of sustainability and become active participants in solutions. The EFS program consists of four courses that provide the perspective, experiences, and practical methods needed to integrate sustainability into the school, workplace, or community.

### Curriculum

12 semester hours

Required: EDO 500, 510, 520, 550

### COURSE DESCRIPTIONS COUNSELOR EDUCATION

Symbol: EDC

**540 Assessment Methods in Guidance (3)** Emphasis is on the test and nontest assessment of intelligence, achievement, special abilities, and aptitudes, including concepts such as reliability, validity, and standardization.

### FOUNDATIONS

Symbol: EDF

**500 Methods and Materials of Research in Education (3)** Historical, descriptive, and experimental methods of research. Methods for locating, evaluating, interpreting, and reporting research data. Each student prepares a research prospectus.

**501 Research Methods for Teachers (3)** Designed to offer a practical and accurate introduction to various research methods that can be applied to a classroom setting for improving teaching practices. PREREQ: EDT 500.

**502 Methods and Materials of Research for Counselor Education (3)** Designed to enable the counselor to read experimental, quasi-experimental, descriptive, and correlational research reported in the professional journals. Both univariate and multivariate designs are emphasized. PREREQ: EDC 540.

**503 The Emerging Curriculum (3)** Curriculum trends in the 1980s and 1990s, focusing on various reform efforts and including issues of race, gender, class, and ethnicity.

**504 An Introduction to Middle Schools (3)** Philosophy, administration, curriculum, staff, and facilities necessary for the most efficient educational experience in the intermediate levels of school.

**505 Individually Prescribed Instruction (3)** Individually prescribed instructional techniques as applied in the classroom and intensive learning centers. Techniques of academic diagnosis, prescription production, and electronic learning. Students will have an opportunity to work directly with hardware and software components of an intensive learning center. (May be arranged as a workshop.)

**506 Design and Use of Individualized Learning Packages (3)** A review of commercially available individualized learning activity packages that permit students to progress through a learning continuum at their own pace. Students will be required to design and construct individualized learning packages in their teaching areas.

**507 Values Clarification in Human Relations (3)** Knowledge of the theories of the values clarification processes as defined by Simon and others. Skills in application of the values clarification processes in personal decisions, in the classroom, and in society.

### Teaching and Learning with Technology Program

Dr. Kinslow, *Coordinator*

The teaching and learning with technology (TLT) program consists of four, three-credit courses. The program is designed for practicing professionals who want to attain advanced competency in the use of instructional technology. The focus of the program is to design enriched environments appropriately, using sound curricular ideas that: a) are linked to national educational standards and curriculum frameworks, b) are grounded in research-based pedagogical practices, c) are tied to authentic assessment, and d) promote active learning by teaching with technology rather than simply about technology.

An educational technology certificate will be awarded to candidates who successfully complete the required courses. Three courses must come from the core (EDT 500-503) and an additional approved elective is chosen, under advisement, as a fourth course. Candidates for the TLT program should meet requirements for WCU graduate study and complete a technology skills inventory. Based on the results of this assessment, students will be advised on recommended course sequence and whether or not a basic computer course may be required.

### Certificate Program

#### Curriculum

12 semester hours

##### I. Required

EDT 500, 501, and 502

##### II. Electives (select one)

ADM 502; BIO 515; CHE 524; CRL 524; CSC 512, 514, 550; EDT 503; ENV 530, 547; ESS 535; GEO 534; HIS 445; MIS 501; MTE 560, 561, 562, 567, 568; MUE 515, 590, 591, 592

Graduate workshops in special topics may be taken as electives under advisement (e.g., EDF 599, or COM 599)

### Graduate Certificate in Entrepreneurial Education

#### Curriculum

12 semester hours

##### I. Required

EDE 563

##### II. Three of the following:

EEE 500, 501, 503, 504; MAT 595

\*Chosen in conference with the secondary education and academic advisers according to the student's needs.

(May be arranged as a workshop or as modularized independent study.)

**509 Contemporary Teaching Trends (3)** Team teaching, programmed instruction, and various media of communication in the elementary and secondary schools are evaluated. Effective adaptation to newer practices is emphasized.

**510 Educational Foundations (3)** History of education, integrated with educational philosophy and thought; the long evolution of education theory and issues.

**515 Federal and State Role in Education (2)** The past, current, and future role of the federal and state governments in education in the United States. Emphasis on applications to the Commonwealth of Pennsylvania. Impact of federal legislation since 1958.

**516 Resource Allocation in the Schools (3)** The relationship between the American economy and the efficient allocation of resources within school systems will be examined. Designed for teachers, administrators, school board members, and parents.

**520 Comparative Education (3)** Major problems of education in a number of other countries are related to similar problems in the United States. Contrasting purposes and philosophies, and differences in organization and administration are analyzed.



**570 The Community/Junior College (3)** An analysis of the programs, problems, and students of a two-year college. Emphasis on the development, special philosophies, and current issues relating to the community or junior college. Designed for students preparing to be teachers and/or administrators in these colleges.

**580 History of American Education (3)** Nature and direction of American education, studied through individual and group research.

**581 Philosophy of Education (3)** Selected philosophies and their influence on educational principles and practices in a democratic social order.

**583 The American School as Social Narrative (3)** An integrated exploration of the philosophical culture, social, and physical foundations of schooling and education in the United States.

**589 Sociological Foundations of Education (3)** Study of the socio-cultural influences on the structure of American educational institutions.

**590 School Law (3)** Legal structure for educational organization on state, intermediate, and local levels. Legal status of the board of education; legal responsibilities of the teacher; legal responsibilities of the board of education to the student.

**598 Workshop in Secondary Education (3)**

**599 Workshop in Professional Education (3)**

## ENVIRONMENTAL EDUCATION

Symbol: EDO

**500 Environmental and Sustainability Education: History, Theory, and Practice (3)** Advanced overview of the development of environmental and sustainability education with emphasis on theoretical perspectives and professional applications.

**510 Systems and Sustainability (3)** Examination of how "systems thinking" applies to learning for sustainability in schools and other institutions. Topics include curriculum, grounds, facilities, and missions.

**511 Environmental Education Workshop (3)** A field-centered learning experience. Designed to integrate the wide range of backgrounds and interests among the participants. Based on West Chester campus and/or the campuses of other universities.

**520 Outdoor and Place-Based Education (3)** School and organization-based applications of outdoor and place-based education, with emphases on experiential and authentic learning.

**525 Independent Studies in Environmental Education (3)** Special research projects, reports, and readings in conservation and outdoor education. PREREQ: Permission of coordinator.

**550 Education for Sustainability: Methods and Projects (3)** Methods for integrating education for sustainability into schools and nonformal settings, using authentic projects to demonstrate and apply learning.

**598 Workshop in Environmental Education (3)**

## EDUCATIONAL PSYCHOLOGY

Symbol: EDP

**531 Principles of Educational Testing (3)** Designed to develop in teachers the skills important in the three areas of educational testing: teacher-made tests (objective and essay); computerized programs for grading and reporting results, and for improving the test quality through item-analysis procedure; and the evaluation of the psychometric characteristics of standardized tests.

## SECONDARY EDUCATION

Symbol: EDS

**502 Secondary School Curriculum (3)** Current practices and trends in reorganizing the secondary school curriculum in the major academic areas. The various integrating techniques. Curriculum development.

**505 General Methods and Field Experience for Secondary Teachers (3)** Students develop strategies that will increase the probability of their becoming successful classroom teachers. Topics include planning, instructional strategies, learning styles, motivation, and classroom management. Students will observe in area schools.

**524 Supervision of Student Teaching (3)** Designed for teachers who cooperate, or expect to cooperate, in West Chester University's student teaching program. Basic principles, practices, materials, and resources for an effective student teaching program. PREREQ: Certification for teaching.

**590 Independent Study (1-3)** Enrollment by permission only; number of credits determined by department.

**599 Workshop Secondary Education (3)**

## INSTRUCTIONAL TECHNOLOGY

Symbol: EDT

**500 Integrating Educational Technologies for Effective Instruction (3)** This course covers the breadth of the conceptual foundation needed to integrate technology into teaching. In this survey course, the focus is on learning a process for determining which electronic tools and which methods for implementing them are appropriate for classroom situations.

**501 Using Internet Resources for Curriculum Development and Assessment (3)** An in-depth course utilizing Internet resources for curriculum design, development, and assessment. Particular attention will be paid to the process of moving theory into practice to improve student learning. Extensive exposure to Web-based technologies and on-line resources, including professional journals, will be required in order to enhance familiarity with current educational issues and best practices. PREREQ: EDT 500.

**502 Seminar and Field Experience in Educational Technology (3)** Supervised use of educational technology integration in the field: clinical application of knowledge balancing the dynamic relationship of learning, teaching, and technology. Portfolio documentation of internship is required, as well as demonstration of professional skills and competencies, and pedagogical knowledge. PREREQ: EDT 500 and 501.

**503 Learning and Leading with Technology (3)** Participants will design comprehensive technology plans to create enhanced learning environments for all students to succeed. This course develops an informed leader involved with the change process in educational organization. The participants will analyze the impact of technology in the learning environment and identify key elements of professional development and support for change. In addition, educators will become familiar with technology funding sources and the grantwriting process.

**529 Video Production for Researchers (3)** Principles of video camera use and digital video editing techniques for teachers.

## ENTREPRENEURIAL EDUCATION

Symbol: EEE

**500 Entrepreneurial Education (3)** Course offers information and practical tools for innovative educators to transform creative ideas into classroom practice.

**501 Emerging Science and Technology (3)** Course demonstrates problem-based learning and the use of technology to inform education.

**504 The 21st Century Educator Externship (3)** Educators have discussions with leaders in business, industry, and research, as well as spend 35 hours "job shadowing" with professionals.

# Psychology

West Chester University  
West Chester, PA 19383  
610-436-2945

Dr. Rieser-Danner, *Interim Chairperson*

Dr. Yorges, *Assistant Chairperson and Graduate Coordinator*

## PROFESSORS

Arvid Bloom, Ph.D., *Colorado State University*

Deanne Zotter Bonifazi, Ph.D., *Kent State University*

Phillip K. Duncan, Ph.D., *University of Florida*

Sandra Kerr, Ph.D., *State University of New York at Stony Brook*

V. Krishna Kumar, Ph.D., *University of Wisconsin-Madison*

Deborah Mahlstedt, Ph.D., *Temple University*

Jasmin T. McConatha, Ph.D., *University of Georgia*

Edward I. Pollak, Ph.D., *University of Connecticut*

Louis H. Porter, Ph.D., *Howard University*

Thomas Treadwell, Ed.D., *Temple University*

Stefani Yorges, Ph.D., *Purdue University*

## ASSOCIATE PROFESSORS

Susan Gans, Ph.D., *University of Chicago*

Laurie Hyers, Ph.D., *Pennsylvania State University*

Vanessa K. Johnson, Ph.D., *University of California, Berkeley*

Loretta Rieser-Danner, Ph.D., *University of Texas at Austin*

## ASSISTANT PROFESSORS

Julian Azorlosa, Ph.D., *University of Delaware*

Eleanor D. Brown, Ph.D., *University of Delaware*

Jennifer Bunk, Ph.D., *University of Connecticut*

Angela Clarke, Ph.D., *University of North Carolina-Chapel Hill*

Geeta Shivde, Ph.D., *University of Oregon*



## Programs of Study

The Department of Psychology offers the master of arts degree with concentrations in clinical psychology, general psychology, and industrial/organizational psychology.

### Psychology Post-Master's Graduate Certificate in Clinical Mental Health in Preparation for Counseling Licensure.

The post-master's certificate program will be an individualized program consisting of a minimum of 12 credits. The program will be tailored to individual students based on their prior master's level course work and their interests. The admissions process will include the development of an individualized, planned course of study designed to allow students to complete course work in areas necessary to be eligible for Pennsylvania licensure as a professional counselor. Students, in close consultation with program advisers, will select courses from the current graduate offerings in the Department of Psychology. Courses will be selected by examining students' master's degree programs and determining their areas of need, based on the National Board of Certified Counselors (NBCC) criteria, and/or based on students' interests. These courses are as follows:

EDC 556, PSY 501, 502, 506, 509, 512, 513, 521, 524, 526, 527, 540, 543, 544, 547, 549, 559, 565, 595, 595, 615, 616.

### Admission Requirements

The minimum admission standards for the Department of Psychology are an undergraduate GPA of 3.0, a psychology GPA for three or more courses of 3.25, GRE scores of 500 on both verbal and quantitative areas, and three letters of reference. An interview with the department admissions committee also may be required. Typically, admissions are made on a once-a-year basis with March 1 serving as the application deadline. Students accepted into a concentration may, with the approval of the graduate committee, transfer to another concentration. A few applicants who do not fully meet the outlined admission requirements may be admitted on a provisional basis depending on their maturity, relevant work experiences, and academic promise.

### MASTER OF ARTS IN PSYCHOLOGY

(36-48 semester hours)

Several degree options are offered. The master of arts degree is offered with a concentration in clinical psychology for students who wish to work in a mental health setting or to continue their education at the doctoral level. A concentration in general psychology is offered for students interested in research, teaching, or in continuing their graduate studies at the doctoral level. The concentration in industrial/organizational psychology is designed for students interested in employment in

business or industry or for those who wish to continue their education at the doctoral level in a related area. Students may have to take one or more courses during the summer to complete their program. Students in the general psychology program must write a thesis. Students in the industrial/organizational program must complete an internship and a research report. Students in the clinical program must pass a comprehensive exam or write a thesis. More details about the program are available in the department's graduate handbook.

### Concentration: Clinical Psychology

(48 semester hours)

The clinical concentration involves the following required course work: PSY 501, 502, 517, 524, 527, 540, 544, 549, 559, 595, 615, and 616. Students also are required to take 12 semester hours of electives selected from PSY 506, 509, 512, 513, 514, 519, 530, 543, 547, 550, 565, 568, 581, 590, 600, 610, and EDC 521, 556. In addition, a two-semester-hour clinical practicum (PSY 615) and a four semester-hour clinical internship (PSY 616) are required.

### Concentration: General Psychology

(36 semester hours)

The following 15 semester hours of course work are required: PSY 501, 502, 506, 509 or 512, and 524. All students in this concentration are required to complete a research report (PSY 600) and write a thesis (PSY 610). All students also must complete 15 semester hours of electives. Subject to approval, six of the elective credits may be taken from the graduate offerings of other departments. (Note: No more than six semester hours of 400-level courses are allowed as electives.)

### Concentration: Industrial/Organizational Psychology

(39-42 semester hours)

The industrial/organizational concentration includes 21 semester hours of required course work (PSY 501, 502, 524, 560, 562, 563, and 566). A three-credit internship (PSY 630) and a three-credit research experience (PSY 600) also are required. In addition, students must take at least four elective courses which, in combination with their internship and research experience, will enable them to explore a particular aspect of the field in greater depth. Some elective courses may be taken outside of the Department of Psychology. Courses restricted to clinical psychology majors cannot be taken as electives. With careful selection of electives, internship, and research focus, students will be able to develop specialization in performance analysis and training, personnel evaluation and placement, or aspects of group and organizational processes in industrial/organizational psychology. Students may, with permission, enroll for the thesis (PSY 610) for three hours. Students electing the thesis option will complete 42 semester hours.

## COURSE DESCRIPTIONS\* PSYCHOLOGY

Symbol: PSY

**501 Introductory Statistics for the Behavioral Sciences (3)** Central tendency, variability, standard scores, correlation, probability, sampling, tests of hypotheses, "t" test, chi square, distribution-free statistics, and introduction to analysis of variance.

**502 Advanced Statistics for Behavioral Sciences (3)** This course covers inferential statistical techniques with emphasis on application to research in psychology and related areas. PREREQ: PSY 501 or equivalent.

**506 Learning and Cognition (3)** Survey and critical review of existing theories of learning and relevant research data.

**509 Advanced Social Psychology (3)** Emphasizes contemporary approaches to the study of social behavior including cognitive, social, and experimental and quasi-experimental research methodology.

**512 Psychology of Personality (3)** The interaction and effects of forces that influence personality development. Normal and neurotic development are contrasted. Principles of personality measurement are explored.

**513 Group Interventions I (3)** This course introduces theory and practice of psychodrama as a psychotherapeutic modality, emphasizing psychodramatic and sociometric techniques. It gives each person a chance to participate in using sociometry and psychodrama techniques and integrates the theoretical with the applied components of psychodrama.

**514 Group Interventions II (3)** Continuation of PSY 513 at an advanced level with emphasis on clinical sociometry, the social atom concept, auxiliary ego techniques, and directing. Instruction will include both didactic and experiential modes.

**517 Adult Psychopathology (3)** Advanced study of abnormal human behavior and a description of pertinent types, including symptoms, causes, and treatment. Current and recent theoretical approaches

and research findings relevant to the etiology and treatment of these disorders. PREREQ: An undergraduate course in abnormal psychology and PSY 512, or equivalents, or permission of instructor.

**519 Child and Adolescent Psychopathology (3)** Advanced study of abnormal child and adolescent behavior including symptoms, causes, and treatment. Current and recent theoretical approaches and research findings relevant to the etiology and treatment of these disorders. PREREQ: A course in developmental psychology, PSY 512 and PSY 517 or equivalents, or permission of instructor.

**521 Issues in Autism: Diagnosis and Behavioral Treatments (3)** Study of the assessment and treatment of children and adults with autism spectrum disorders, related disorders, and associated problems. Detailed coverage of current validated assessment and treatment practices, with emphasis on behavior analytic procedures. Instruction will occur via current books, periodicals, testing materials, videos, and role-play activities.



**524 Psychometrics: Measurement and Evaluation**

(3) A survey of measurement theory in psychology with emphasis on the logic of measurement, scaling models, statistical methods, construction of valid and reliable measures. PREREQ: PSY 501 or equivalent.

**526 Program Evaluation (3)** A survey of procedures for planning and evaluating programs in psychology, education, government services, health and welfare, etc. Topics include needs analysis, statement of objectives, definition and verification of treatment, operational measures, evaluation design, analysis/interpretation of data, and report writing. Case studies of evaluation from a variety of disciplines will be reviewed.

**527 Cognitive and Behavior Therapy (3)** Application of learning principles and environmental control to behavior change. Foundation principles, techniques, and assessment methods of modification. PREREQ: PSY 506 or equivalent and PSY 559.

**530 Human Sexual Behavior (3)** The study of those variables under which human sexual behavior functions. Research from sociological and medical studies is integrated with psychological knowledge.

**540 Multicultural Psychology (3)** An exploration of the ways in which diversity, discrimination, racism, and power (both internationally and within the U.S.) affects our self image, identity, and relationship with others.

**543 Psychology of Group Processes (3)** Survey of psychological group processes, tracing the origins and historical development of the major theoretical orientations.

**544 Intelligence Testing (3)** Historical development, administration, scoring, and interpretation of the Wechsler scales. PREREQ: PSY 524 or equivalent. By permission only (usually restricted to clinical psychology majors).

**547 Interpersonal Relationships (3)** A study of processes and factors in establishing, maintaining, and terminating relationships via the use of group methods.

**549 Personality Assessment (3)** History and theory of personality testing. Introduction to administration, scoring, and interpretation of projective and objective techniques. PREREQ: PSY 517 or equivalent. Restricted to clinical psychology majors, or others with permission of instructor.

**550 Independent Studies in Psychology (1-3)** Research projects, reports, and readings in psychology. PREREQ: Approval of department graduate coordinator.

**559 Psychotherapy (3)** Theoretical considerations, principles, techniques, and problems involved in counseling and psychotherapy. Usually restricted to clinical psychology majors. PREREQ: PSY 512 and 517 or equivalents.

**560 Industrial Psychology (3)** Application of

individual differences, learning, and aptitudes to functions such as personnel selection, placement, training, and evaluation.

**562 Organizational Psychology (3)** Focus on the relation between the individual and the organization. Elements of the organization that affect behavior are considered. Research designs appropriate to individual cases are presented.

**563 Performance Analysis (3)** An accomplishment-based approach to the analysis of human performance. Topics include measurement and analysis of performance opportunities and strategies for improving performance.

**564 Human Factors (3)** Methods and results of experimental psychology pertinent to human-machine relationship problems. Workplace design, systems approach, control and display, and man-in-space challenges are considered.

**565 Psychology of Women (3)** A study of behaviors and experiences of women; biological, cultural, interpersonal, and intrapersonal determinants of women's actions, thoughts, and feelings are explored.

**566 Seminar in Industrial/Organizational Psychology (3)** A second-year capstone course covering a variety of current issues in I/O selected by students and instructor. PREREQ: PSY 501, 502, 524, 560, 562, 563.

**567 Psychology and Training (3)** An overview of the training process in organizations. Topics range from needs analysis to evaluation of training programs.

**568 Psychopharmacology (3)** An introduction to the mechanisms of action, effects, and side effects of those psychoactive drugs most commonly encountered by mental health practitioners. Both psychotherapeutic drugs and drugs of abuse will be discussed. The course will focus on the implications of these drugs for our understanding of the neurochemical basis of both normal and abnormal behavior. PREREQ: An undergraduate course in physiological psychology and PSY 517 or consent of instructor.

**569 Industrial/Organizational Consulting Practices (3)** Tools, techniques, and practices required for successfully applying industrial/organizational psychology knowledge within organizations. PREREQ: PSY 560 or 562.

**581 Eating Disorders (3)** An in-depth study of anorexia nervosa, bulimia nervosa, and other variants of disordered eating.

**590 Topical Seminar in Psychology (1-3)** Special topics in psychology not offered under existing regularly offered courses. PREREQ: Permission of instructor or graduate coordinator.

**595 Ethics and Professional Skills in Clinical Practice (3)** Study of the ethical practice of individual counseling and psychotherapy with a focus on

ethical standards and process-oriented techniques. Restricted to clinical psychology majors. PREREQ: PSY 517 and 559.

**600 Research Report (3)** An original review of the literature.

**610 Thesis (3-6)** An original empirical study. PREREQ: Permission of graduate coordinator.

**615 Clinical Practicum in Psychology (2-6)** Supervised professional participation in applied psychological activities, or projects in cooperating agencies and institutions. PREREQ: PSY 502, 512, 517, 524, 544 or 549, 559, and 595. Restricted to clinical psychology majors and recommendation of graduate clinical faculty.

**616 Internship in Clinical Psychology (4-12)** Supervised experience in professional psychological activities. Internship builds on skills developed in PSY 615 and is completed in cooperation with area mental health agencies and institutions. PREREQ: PSY 615.

**630 Internship in Industrial/Organizational Psychology (3)** Supervised professional participation in applied psychological activities within a business or organizational setting. PREREQ: Permission of instructor.

The following 400-level course is frequently taken for graduate credit.

**445 Organizational Development (3)** Major theoretical, research, and applied issues in organizational diagnosis and change. Class sessions are experientially oriented.

These additional 400-level courses may be taken for elective graduate credit with the permission of the course instructor and the student's program adviser, and/or the Department of Psychology graduate coordinator: PSY 443 (Psychology of Group Processes); 445 (Organizational Development); 464 (Physiological Psychology); 470 (Sensory and Perceptual Processes); 475 (Cognitive Psychology); 480 (Neuropsychological Rehabilitation); 490 (Topical Seminar in Psychology).

Descriptions of these courses can be found in the current West Chester University Undergraduate Catalog and on the Web at [www.wcupa.edu](http://www.wcupa.edu).

Requirements in addition to those existing for undergraduates are imposed for any 400-level course taken for graduate credit. No more than six credits of 400-level course work may be applied toward a graduate degree.

\*All courses in the Department of Psychology are restricted to those students who have been admitted to a degree program by the Department of Psychology, or to those who have received special permission from the Department of Psychology graduate coordinator.

## Reading — See Literacy

## Social Work - Graduate

Reynolds Hall

West Chester University

West Chester, PA 19383

610-436-2664

Dr. Abbott, *Chairperson and M.S.W. Program Director*

Dr. Siegel, *M.S.W. Curriculum Chair*

Ms. Robb, *Director of Field Practice*

### PROFESSORS

Ann A. Abbott, Ph.D., *Bryn Mawr College*

David I. Siegel, D.S.W., *Columbia University*

### ASSOCIATE PROFESSORS

Nadine Bean, Ph.D., *Case Western Reserve University*

Linda Ello, Ph.D., *Rutgers - The State University*

Gwenelle O'Neal, D.S.W., *Columbia University*



## ASSISTANT PROFESSOR

Page Buck, Ph.D., *Bryn Mawr College*

### Program of Study

The Department of Social Work is approved to offer the M.S.W. by West Chester University and the State System of Higher Education. The program is accredited by the Council on Social Work Education (CSWE).

The M.S.W. is a 60-hour program with a concentration in direct practice with individuals, families, and communities. The program can be completed in two academic years full time and four years part time; however, applicants holding a B.S.W. from a CSWE-accredited program may qualify for advanced standing and reduce their time of enrollment. The first year of study focuses on foundation or generalist social work practice, and the second year focuses on the concentration. Besides course work, students are placed for internships in social service agencies concurrently with practice courses. Advanced study in working with individuals, families, and communities is augmented by six hours of graduate-level electives taken in the department or throughout the University. Also, as a requirement for graduation, students complete a practice research paper and formally defend it.

Students applying to the program should meet the following criteria:

- GPA of 3.00 (students who do not meet this requirement may be considered for provisional status)
- Competency is required in the following areas: humanities, English composition, college math, political science, sociology, psychology, and human biology. Competency can be verified by completed course work, CLEP examination, or comprehensive examination. Applications without these core liberal arts requirements will be reviewed; however, applicants will be required to submit proof of competency prior to enrolling in the program.
- TOEFL score if applicant is not a native English speaker
- Appropriate visa for international students
- Evidence applicant has complied with Act 33 and criminal clearance check (required for students' internships in social service agencies)

A limited number of advanced-standing slots are open to students holding a B.S.W. from a program accredited by the CSWE. This optional form of program admittance allows the student to enter the program during the summer, enroll in three "bridge" courses, and move directly into the concentration (second) year. Those with advanced-standing status can complete the program in one year full time or two years part time. To qualify for this level of enrollment, applicants must meet the minimum criteria as follows:

- B.S.W. from a CSWE-accredited program within the last five years;
- a GPA of 3.25 (based on a 4.0 scale) in the social work major;
- an overall cumulative GPA of 3.0 (based on a 4.0 scale);
- an advanced standing recommendation completed by the director of the B.S.W. program that granted their degree;
- all requirements set for regular admission to the M.S.W. program (see above); and
- no grades lower than a B in the following undergraduate courses: two courses in practice, two courses in policy, two courses in human behavior in the social environment, one course in research methods, one course in statistics, a field experience of at least 400 clock hours supervised by an M.S.W. field instructor.

Because the number of admission slots for advanced standing is limited, students who do not meet the criteria or are not admitted to this status because it is already filled automatically will be reviewed for regular admission.

Students applying to the program who have completed work in other

accredited M.S.W. programs should make an appointment with the director to review official transcripts of previously completed work. Courses for transfer credit will be evaluated for compatibility with the West Chester University M.S.W. curriculum on the basis of similarity in course objectives, text books, assignments, and required readings. Only practice and policy courses from CSWE-accredited programs will be considered for transfer into the practice and policy sequences.

Students wishing to transfer credits taken in programs other than social work may petition to have courses in human behavior, research, and elective areas considered. The same criteria referred to above will apply to these requests.

Transfer requests should be put in writing with supportive documentation—transcript and course syllabi—and submitted to the director. Transfer credit is limited to courses in which a grade of A or B was attained. No credit is given for prior life or employment experiences.

## MASTER OF SOCIAL WORK

### Course of Study

Typically, M.S.W. students enroll in 15 hours each semester. The program is broken down into two segments, the foundation and concentration years. Following is the course of study generally taken by students in the program.

### REGULAR FULL-TIME PROGRAM

#### Year I

Fall Semester	15 semester hours
SWG 501, 511, 541, 554, and 596	
Spring Semester	15 semester hours
SWG 502, 533, 555, 564, and 597	

#### Year II

Fall Semester	15 semester hours
SWG 534, 561, 562, and 598	
500-600 level elective*	
Spring Semester	15 semester hours
SWG 535, 542, 563, and 599	
500-600 level elective*	

### PART-TIME, FOUR-YEAR PROGRAM

A part-time study plan is offered to a select number of students. Those admitted to this plan must commit themselves to the following schedule:

#### Year I

Fall Semester	6 semester hours
SWG 511 and 541	
Spring Semester	6 semester hours
SWG 533 and 555	

#### Year II

Fall Semester	9 semester hours
SWG 501, 554, and 596	
Spring Semester	9 semester hours
SWG 502, 564, and 597	

#### Year III

Fall Semester	9 semester hours
SWG 561, 562, and 598	
Spring Semester	9 semester hours
SWG 542, 563, and 599	

#### Year IV

Fall Semester	6 semester hours
SWG 534	
500-600 level elective*	
Spring Semester	6 semester hours
SWG 535	
500-600 level elective*	

### ADVANCED-STANDING, FULL-TIME PROGRAM

Students enrolling full time in the advanced-standing track follow the course schedule below:



First Summer Session (May - June) SWG 503 and 511	6 semester hours	Second Summer Session (June - July) SWG 564	3 semester hours
Second Summer Session (June - July) SWG 564	3 semester hours	<b>Year I</b>	
Fall Semester SWG 534, 561, 562, and 598 500-600 level elective*	15 semester hours	Fall Semester SWG 561, 562, and 598	9 semester hours
Spring Semester SWG 535, 542, 563, and 599 500-600 level elective*	15 semester hours	Spring Semester SWG 542, 563, and 599	9 semester hours
		<b>Year II</b>	
		Fall Semester SWG 534 500-600 level elective*	6 semester hours
		Spring Semester SWG 535 500-600 level elective*	6 semester hours

### ADVANCED-STANDING, PART-TIME PROGRAM

Students enrolling part time in the advanced-standing track follow the course schedule below:

First Summer Session (May - June) SWG 503 and 511	6 semester hours
--	------------------

\*Electives can be taken outside of the department with approval and also during the summer.

### COURSE DESCRIPTIONS

#### SOCIAL WORK

Symbol: SWG

**501 Social Work Practice I (3)** This course provides an introduction to generalist social work practice including its models, purpose, method, values, and ethics. It incorporates a problem-solving framework and ecological systems perspective and stresses the influence of diversity on practice.

**502 Social Work Practice II (3)** This course focuses on change theories, intervention strategies, and extended knowledge and skills for working with individuals, families, groups, communities, and organizations. PREREQ: SWG 501.

**503 Integrative Social Work Bridge Course (3)** This course, required of all advanced-standing students, provides preparation for entry into the second year concentration in direct practice with individuals, families and communities. It integrates foundation values, knowledge, and skills from the content areas of social work practice, human behavior in the social environment, social welfare policy, social work research, and field practicum. PREREQ: Admission to the advanced-standing M.S.W. program.

**511 Human Behavior in the Social Environment: The Dialectic of Oppression and Liberation (3)** Within the context of a diverse and stratified society, this course examines the impact of discrimination and oppression on members of special groups, i.e., ethnic minorities, women, elderly, disabled, gays, and lesbians while considering the effects of diversity on human behavior and attitudes. It also considers the richness of human diversity.

**533 Methods of Social Work Research (3)** This course provides students with a theoretical foundation in the method of social work research. The characteristics of scientific inquiry, the structure of theories, problem and hypothesis formulation, models of research design, sampling, measurement, and the logic of casual inferences are taught.

**534 Advanced Research Methods (3)** In this course students learn advanced qualitative and quantitative data analysis skills, evaluation of one's own practice, and program evaluation. Particular attention is given to preparation for the student's applied research project. PREREQ: SWG 533.

**535 Applied Social Work Research Seminar (3)** Under the direction of a faculty member, M.S.W. candidates in the seminar propose, complete, and defend a research project that demonstrates their command of theory integration and research methodology as it applies to social work practice. Successful completion of this capstone course satisfies the Office of Graduate Studies requirement for a comprehensive examination for a master's degree.

PREREQ: SWG 534.

**541 Social Welfare Policy and Services (3)** This course emphasizes the historical, economic, political, and philosophical foundations of American social welfare policy.

**542 Advanced Social Work Policy Analysis and Change (3)** This course emphasizes advanced level critical and comparative analysis of social policy. Theories of social and organizational change, administration, and legislative advocacy also are reviewed and applied to policy implementation. PREREQ: SWG 541.

**554 Human Behavior in the Social Environment (3)** This course uses a developmental and ecological perspective to explore the interaction of biological, psychological, and sociocultural systems, and the influence of human diversity and economics as determinants of human behavior of individuals and families.

**555 Human Behavior in Family, Groups, and Communities (3)** Using both critical and systems approaches, this mezzo/macro level course focuses on assessing the impact of diversity, culture, and oppression on group, organizational, and community development. Multicentric models of group, organizational, and community behavior will be explored and implications for social work practice examined. PREREQ: SWG 511 and 541.

**561 Advanced Social Work Practice with Individuals (3)** Building on the problem-solving framework, this course focuses on theory-integrated practice. Particular attention is given to psychological, cognitive/behavioral, and social structural theories. PREREQ: SWG 502; COREQ: SWG 598.

**562 Advanced Social Work Practice with Families (3)** This course will include advanced knowledge and skills for work with families. The focus is on the major theoretical approaches to work with families, including family systems, structural family therapy, and symbolic experiential family therapy. PREREQ: SWG 502; COREQ: SWG 598.

**563 Advanced Social Work Practice in Communities (3)** This course will focus on approaches to social change in communities including planning, locality development, and social action models of community organization. Emphasis will be placed on advocacy, empowerment, and social justice with locational, identificational, and interest communities. PREREQ: SWG 502; COREQ: SWG 599.

**564 Human Behavior in the Social Environment: Mental Health and Illness (3)** Using a bio-psycho-social ecological template for analysis, this course examines major childhood, adolescent, and adult psychiatric disorders. The impact of the medical model, the DSM IV, and managed care are

evaluated in light of social work values and practice. PREREQ: SWG 511, 541, 554.

**570 Social Work and Chemical Dependency (3)** This course reviews the major approaches to understanding chemical dependency and to the assessment and treatment with individuals, families, and groups. The pharmacology of drugs and alcohol and the nature of the addiction is included as is the influence of culture, ethnicity, gender, the peer group, and social deviance.

**571 Social Work with Older Adults (3)** This course reviews the status and position of older Americans in society, the community, and the social service delivery system. There is a focus on social work assessment and intervention with elderly clients regarding issues of health, chronic illness, intellectual and emotional status, depression and dementia, relations with the family, care-giving social networks, poverty, retirement, death, and bereavement. Specific approaches to working with older adults are reviewed. PREREQ: SWG 502 or permission of instructor.

**573 Advanced Theory and Practice with Severe Mental Illness (3)** This course focuses on diagnostic theories and principles of assessment and intervention with the severely mentally ill. PREREQ: SWG 502, 564, or permission of instructor.

**574 Micro-Practice in Occupational/Industrial Social Work (3)** This course covers theory, knowledge, and skills necessary for conducting micro-level practice in workplace settings. PREREQ: SWG 502 or permission of instructor.

**575 Social Work Administration (3)** This course is designed to provide students with knowledge of the theory of social administration and administrative practice skills for work in social agencies. It incorporates managerial functions, organizational design, technological innovation, and the social work mission and value base on behalf of clients in social agencies.

**576 Social Work in Child Welfare (3)** This course focuses on the characteristics, strengths, and service needs of families and children in the child welfare system. It examines issues and builds practice skills related to assessing risk to safety in families, child maltreatment, family preservation services, and substitute care such as kinship care, foster care, residential treatment facilities, and permanency planning including adoption. PREREQ: SWG 502 or permission of instructor.

**590 Seminar in Social Work (3)** In-depth topics in social work offered to complement the program's concentration and not offered in required courses.

**591 Independent Study in Social Work (1-3)** An independent project developed by a student under the guidance of a specific faculty member.



**596 Practicum I (3)** This course is a structured field experience at an approved social agency for 250 hours during the semester. Students learn the beginning application of the generalist model of practice and professional social work roles. COREQ: SWG 501, 554.

**597 Practicum II (3)** This course involves a structured field experience at an approved agency for 250 hours during the semester. Students continue developing the role of beginning professional social

worker and methods of social work practice while using the generalist model. PREREQ: SWG 596; COREQ: SWG 502, 564.

**598 Practicum III (3)** This course involves a structured field experience at an approved social agency for a total of 300 hours for the semester. Students incorporate advanced-level intervention skills with individuals, families, and communities into their professional roles. PREREQ: SWG 597; COREQ: SWG 561, 562.

**599 Practicum IV (3)** This course involves a structured field experience at an approved social agency for a total of 300 hours during the semester. The student's experience in field practice culminates through coordination within the professional role; integration of theory to practice with individuals, families, and communities; knowledge of the impact of social policy; the role of research in practice; and the influence of diversity and oppression. PREREQ: SWG 598; COREQ: SWG 563.

## Sociology — See Anthropology and Sociology

### Special Education

309 Recitation Hall  
West Chester University  
West Chester, PA 19383  
610-436-2579  
Dr. Wandry, *Chairperson*  
Dr. McGinley, *Graduate Coordinator*

#### PROFESSOR

Vicki A. McGinley, Ph.D., *Temple University*

#### ASSOCIATE PROFESSOR

Donna Wandry, Ph.D., *University of Florida*

#### ASSISTANT PROFESSORS

N. Kim Doan, Ph.D., *University of Virginia*  
Corrine Murphy, Ph.D., *Ohio State University*  
Tara C. Stringer, Ph.D., *Northwestern University*  
Claire Verden, Ed.D., *Arcadia University*  
York Williams, Ph.D., *Temple University*

#### Programs of Study

The Department of Special Education offers the master of education in special education, as well as programs leading to certification in special education and a certificate in autism studies.

THE MASTER OF EDUCATION PROGRAM ALONE DOES NOT LEAD TO LEVEL I CERTIFICATION IN SPECIAL EDUCATION.

#### MASTER OF EDUCATION IN SPECIAL EDUCATION

##### Admission Requirements

In addition to meeting the general requirements for admission to a graduate degree program at West Chester University, all applicants seeking initial (Pennsylvania Level I) certification through this master's degree are subject to the GPA admission requirements specified by the Pennsylvania Department of Education.

In addition, certain specific criteria must be met:

1. An undergraduate GPA of 3.0 on a 4.0 scale calculated on the last 48 credits earned and minimum GPA of 2.5 for all undergraduate courses. (If applicant possesses a master's degree, the GPA requirement applies to that degree.)
2. If undergraduate GPA (on last 48 credits) is less than 3.0, candidate may submit satisfactory GRE or MAT scores (at or above the 50th percentile) to demonstrate academic competencies.
3. Pennsylvania Instructional I Certificate. A copy of this certificate must be submitted to the Office of Graduate Studies for admission.
4. A statement of goals
5. Three letters of reference
6. Approval by the Department of Special Education
7. Approval by the dean of graduate studies

##### Degree Candidacy

Students must apply to be admitted to candidacy after the completion

of 12 semester hours of work at West Chester University, including EDF 510 and two courses from the special education program, one of which must be EDA 541. Grade point averages must be consistent with standards required in graduate studies at West Chester University (minimum cumulative GPA of 3.0).

##### Curriculum

	33 semester hours
<b>I. Professional education courses</b>	6 semester hours
Selected with adviser from EDF 500 or 501, EDF 510, EDP 550, and EDT 500	
<b>II. Special education core</b>	21 semester hours
EDA 503, 505, 506, 507, 541, 580, and 591	
<b>III. Areas of concentration/tracks</b>	6 semester hours
Student will select an area of concentration/track under advisement (two courses in each track).	
Behavior management	Literacy
Communication disorders	Low-incidence disability
Counselor education	Math
Elementary education	Music
High-incidence disability	Psychology
Inclusion	Secondary education
Instructional technology	Transition
Kinesiology	

#### POST-BACCALAUREATE CERTIFICATION IN SPECIAL EDUCATION

##### Admission Requirements

The applicant must have the following:

1. A baccalaureate degree from a regionally accredited college or university
2. A minimum GPA of 3.0 on a 4.0 scale calculated on the most recent 48 credits of college/university course work and 2.5 total undergraduate cumulative GPA. (If the applicant possesses a master's degree, the GPA requirement applies to that degree.)
3. Evidence of having taken courses in mathematics and English (Students may be admitted provisionally without these courses; however, they must take them within the first two semesters of graduate work.)

##### Formal Admission to Teacher Certification Program

Students must do the following:

1. Meet the above program entry requirements
2. File a form in the certification office
3. Receive a passing score on Praxis Skills examinations
4. Receive department approval

##### Certification Requirements

For certification, students must have the following:

1. Successfully completion of the course of study
2. An overall GPA of 3.0 in certification area
3. Six earned credits in college-level English composition and literature



4. Six earned credits in college-level mathematics
5. Passing scores on the Praxis PPST examinations

The State Board of Education adopted changes that affect all of Pennsylvania's teacher certification programs by adding nine credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or equivalent combination to meet the instructional needs of English language learners. Additional program requirements are being developed and incorporated into the certification programs to comply with new regulations that become effective January 1, 2011.

The State Board of Education also adopted changes specific to early childhood, elementary (K-6), and special education. New certification guidelines will apply after August 31, 2013 regardless of a candidate's enrollment date. Candidates seeking current certifications must complete their program by August 2013, including all certification requirements.

## Curriculum

39-54 semester hours

### I. Professional education core

0-15 semester hours

Students must take 0-15 semester hours depending on their previous area of study.

EDC 521, EDF 500 or EDF 501, EDF 510, EDP 550, EDT 500

Students must take 12 credits of student teaching if not previously certified.

### II. Special education core

30 semester hours

EDA 503, 504, 505, 506, 507, 541, 544, 573, 580, 581

### III. Supporting courses

9 semester hours

EDR 505 and 507, MTE 551

### Certificate in Autism

18 semester hours

This certificate is being offered for practitioners and parents alike who wish to earn a certificate of specialization in autism spectrum disorders. The program provides participants, who currently (or may in the future) work with individuals with autism spectrum disorders, the skill sets necessary to build and work within an interdisciplinary approach to effective and empirically based treatment of these individuals. Interdisciplinary areas covered include communicative disorders, kinesiology, psychology, and special education.

Admission requirements are a bachelor's degree from an accredited, four-year, degree-granting institution and a 3.0 GPA.

Required courses include EDA 520 (prerequisite for the remaining five courses in the program), EDA 503 and 530, KIN 587, PSY 521, and SPP 565.

## COURSE DESCRIPTIONS SPECIAL EDUCATION

Symbol: EDA

The following courses may be taken as electives by anyone in a graduate program, subject to approval from the department and the student's adviser.

**500 Inclusive Classrooms (3)** Designed to acquaint classroom teachers with special education students who will be integrated in a regular setting. Current regulations and ways of meeting educational needs will be reviewed.

**503 Family Systems in Special Education: Field and Seminar (3)** This course bases its objectives on the knowledge of families of children with disabilities as essential for the child's education. The family is studied so that the teacher can best know how to work with diverse families and family systems.

**504 Advanced Methods for Low-Incidence Disabilities (3)** The purpose of this course is to introduce students to the essentials of the systematic instruction of functional life skills for learners with severe disabilities across the domains of a functional curriculum. A field component is required in the class.

**505 Advanced Methods for High-Incidence Disabilities (3)** This course is designed to prepare teachers to work with children with high-incidence disabilities. It provides an overview of curriculum and instructional methods. Emphasis is placed on understanding and analysis of learning problems and academic interventions.

**507 Diversity Within the Context of Disability (3)** Required for the post baccalaureate and M.Ed. programs in special education, this course gives students an opportunity to explore different race, social class, gender and ethnic group orientations in relation to disability status in order to educate all children effectively. The course will cover desirable changes in attitude perceptions, understanding, and practices when working with exceptional children, youth, and families.

**509 Single-Subject Research (3)** This course addresses the application of research methods commonly referred to as single-subject design to problems in education.

**510 Collaboration (3)** This course will prepare teachers in inclusive strategies and effective skills for

collaboration. Students will learn practical methods to support the needs of all students in the K-12 classroom. Teachers will understand the importance of collaboration in the planning and evaluation of educational programs of children with disabilities in the general education classroom.

**511 Inclusion and Collaboration (3)** The purpose of this course is to prepare teachers to cultural changes evident in American public education with respect to inclusion and the education of students with disabilities. Students will examine their beliefs about inclusion and collaboration, hear new perspectives on these philosophies, learn how to work collaboratively with other professionals, and learn practical methods to support all students in the classroom.

**512 Career Development and Transition in the Schools (3)** This course will address life-span issues for people with disabilities stressing assessment, planning, and instructional strategies that promote career development and transition education at the secondary age levels. Attention will be given to curricular benchmarks and standards, and how functional outcomes interact with those benchmarks and standards.

**513 Career Development and Transition Systems Structures (3)** This course will address post-school support structures that serve students with disabilities as they transition into adult life, stressing legislative foundations, interagency linkages, school-business partnerships, referral processes, and seamless systems of service delivery. The teacher practitioner as change agent will be an underlying theme.

**520 Introduction to Autism: Understanding Autism and the Interdisciplinary Process (3)** This course addresses the principles and strategies involved in an interdisciplinary approach to the treatment of individuals with autism. Faculty from the departments of Communicative Disorders, Kinesiology, Psychology, and Special Education provide students with an opportunity to reflect upon the characteristics of individuals with autism spectrum disorders within the individual discipline and how to work successfully within an interdisciplinary setting.

**530 Teaching Children with Autism (3)** This course serves as an in-depth analysis of the unique education needs of students with autism spectrum disorders. Students will learn about the educational issues surrounding autism spectrum disorders including

history, etiology, current legislation, instructional strategies, and issues related to transition. In addition students will develop a working sense of classroom assessment and intervention strategies specific to educational settings for students with autism spectrum disorders.

**541 Foundations of Special Education (3)** The study of children whose intellectual, physical, social, and/or emotional characteristics are significantly different from those of children whose needs are met through regular educational routes.

**544 Classroom Management (3)** Exploration of current practices in the management and modification of behavior. The professional's role in achieving a better basis for meaningful communication with the special child. Problems that may interfere with teacher effectiveness are discussed. PREREQ: EDA 541 or equivalent.

**550 Special Topics (1-3)** An in-depth study of selected special education topics relevant for professionals' academic growth.

**573 Assessment in Special Education (3)** Diagnostic procedures and subsequent educational prescriptions useful with students experiencing learning difficulties. PREREQ: EDA 541 or equivalent.

**580 Contemporary Issues and Trends (3)** Current trends, problems, and issues in special education, teacher education, research, and administration will be explored. Emerging concepts relating to special education will be emphasized. PREREQ: EDA 541 or equivalent.

**581 Practicum: Special Education (3)** Offers students an opportunity to put skills gained through course work into practice under supervision of the department. Weekly seminar required. PREREQ: EDA 541 or equivalent.

**590 Independent Study (1-3)**

**591 Final Project (3)** This course will provide the student the opportunity to learn how to evaluate and interpret published research, to conduct a critical research review, and to develop and produce an original research paper. Offered on a two-semester basis with each part carrying three credits. PREREQ: EDF 500.

**592-595 Workshops in Special Education (1-3)** A number of these workshops will be focused on inclusive instruction and strategies.



# Teaching English as a Second Language

107 Main Hall  
West Chester University  
West Chester, PA 19383  
610-436-2752

Dr. Grove, *Coordinator*

## PROFESSORS

Garrett G. Molholt, Ph.D. (*English*)  
Frederick R. Patton, Ph.D. (*Languages and Cultures*)

## ASSOCIATE PROFESSORS

Dennis L. Godfrey, Ph.D. (*English*)  
Charles E. Grove, Ph.D. (*Languages and Cultures*)  
Andrea Varricchio, Ph.D. (*Languages and Cultures*)

## ASSISTANT PROFESSORS

Maria José Cabrera, Ph.D. (*Languages and Cultures*)  
Cathryn Crosby, Ph.D. (*Languages and Cultures*)

## Programs of Study

The master of arts in teaching English as a second language is an interdisciplinary program contributed to by the departments of English, Languages and Cultures, Anthropology and Sociology, Communication Studies, and Philosophy. The program is designed for those preparing to teach English to students whose first language is not English; graduates of this program are also prepared to design ESL/EFL curriculum and to assess the linguistic development of second language students. Students wishing to enter the program must consult the coordinator. Also offered is the certificate of preparation in ESL teaching, a graduate program that prepares graduates for EFL or ESL teaching in the U.S. and abroad. The certificate courses may be applied toward the M.A. in TESL. Along with required certification in another discipline, this certificate qualifies graduates for public school ESL teaching in Pennsylvania. Both the M.A. and certificate programs provide background in linguistics, sociolinguistics and culture, and teaching methodology in TESL.

## Admission Requirements

In addition to meeting the general requirements for admission to a graduate program at West Chester, applicants must document background in the following areas: (1) Introduction to Linguistics (subject to approval by a TESL program adviser); (2) 24 semester hours of a second language/English/linguistics/philosophy/communications; (3) six semester hours of anthropology/sociology/psychology; (4) experience in learning a second language; (5) proficiency in English. A mini-

mum TOEFL score of 580 is required of all non-native speakers of English for admission to the TESL program. Students with a TOEFL score slightly lower than 580 may be admitted provisionally to the TESL program. Provisionally admitted students will, in consultation with their adviser, select additional English language courses in order to meet this language proficiency requirement by the time of degree candidacy (after 12-15 credits).

Students who do not meet the second language or linguistics background requirements upon application for admission may be admitted provisionally and, in consultation with their adviser, will select additional courses in order to satisfy these requirements by the time of degree candidacy (after 12-15 credits). Students must pass an oral and written comprehensive examination before graduating.

## M.A. IN TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

<b>Curriculum</b>	36 semester hours
<b>I. Required courses</b>	24 semester hours
ENG 575, 576, 581, 587; ENG/LAN 582 or LIN 540; ENG/LAN 583; LAN 500, 503	

Students submitting equivalent courses for any of the above may substitute, under advisement, courses from the electives below.

<b>II. Electives</b>	12 semester hours
Selected from the electives below. At least one course must be selected from Group 1 and one from Group 2.	
<b>Group 1:</b> ENG 577, 579, 582*, 589 (seminar with a linguistic focus); LIN 503, 540; LIN/COM 515 (or other LIN/COM courses)	
<b>Group 2:</b> ENG 580, 586, 588, 589 (seminar with a methodology focus), 610, 611; ENG/LAN 612; LAN 504, 505, 580, 590, 600; LIN 504, 505, 512, and 590	

## Certificate of Preparation in ESL Teaching

The certificate of preparation in ESL teaching plus a valid Pennsylvania Instructional I or II Certificate are required for ESL instructors in Pennsylvania public schools effective at the start of the 2004-2005 school year.

<b>Curriculum</b>	18 semester hours
<b>I. Required courses</b>	18 semester hours
ENG 575, 576, 587; LAN 500, 503; ENG/LAN 582 or LIN 540	

\*Either ENG 582 or LIN 540 required; the other course may count as a Group 1 elective; additional courses may be used as electives subject to approval by the graduate coordinator.

## COURSE DESCRIPTIONS TEACHING ENGLISH AS A SECOND LANGUAGE

Symbols: ENG (English), LAN (Languages and Cultures), LIN (Linguistics)

**ENG 575 Structure of Modern English (3)** Analysis of the details and system of English grammar. Consideration of alternate approaches in analyzing English sentences. Application of analyses to grammar instruction.

**ENG 576 Curriculum and Materials for TESL (3)** Application of basic second language learning principles to the analysis, development, and implementation of ESL materials, learner assessment instruments, and curriculum design.

**ENG 579 History and Dialects of American English (3)** Exploration of the historical, cultural, social, and linguistic conditions and processes contributing

to the development of varieties of American English. Linguistic and sociolinguistic analysis of varieties of American English, including regional, social, and gender varieties, as well as register. Consideration of implications of nonstandard language varieties for education.

**ENG 581 Teaching Reading and Writing to ESL/Second Language Students (3)** ESL/second language reading and writing research and theory; connections to first language/literacy models; techniques, materials, and tasks that facilitate the acquisition of ESL/second language literacy.

**ENG/LAN 582 Sociolinguistic Issues in ESL/Second Language Education (3)** Introduction to social, historical, legal, and cultural issues influencing language use and language learning in language minority communities, schools, and homes. Introduction to issues in bilingual education and language programs for immigrants around the world.

**ENG/LAN 583 Second Language Acquisition (SLA) (3)** Introduction to key issues in SLA research and theory. Analysis of SLA studies and connection to second language teaching. Design of original mini-study of second language learning.

**ENG 586 Field Experiences and Issues in ESL Teaching (3)** Provides opportunities for students to observe ESL instruction in a variety of settings, as well as assist ESL instructors in the classroom, including elementary, secondary, university, and adult community programs. Discussion and projects allow students to connect their experiences and observations to current TESL theory and trends introduced in course readings.

**ENG 587 ESL Practicum I (1-6)** Assists students in developing ESL teaching skills. Encourages reflection on practice and examination of personal beliefs on practice.



## Theatre and Dance

118 Anderson Hall  
West Chester University  
West Chester, PA 19383  
610-436-3463  
Dr. Rovin, *Chairperson*

### PROFESSOR

Harvey Rovine, Ph.D., *University of Illinois*

### ASSOCIATE PROFESSORS

Jay Berkowitz, M.A., *Temple University*  
Gretchen Studlien-Webb, M.F.A., *Temple University*

Juliet Wunsch, M.F.A., *Carnegie Mellon University*

### ASSISTANT PROFESSORS

Rebecca A. Field, D.Mus., *Indiana University*  
Leonard Kelly, M.F.A., *University of Texas*  
Thomas Haughey, M.F.A., *University of Connecticut*  
Joan Mary Morgan, M.F.A., *Brandeis University*  
Elizabeth Staruch, M.F.A., *University of North Carolina-Greensboro*  
The Department of Theatre and Dance does not offer a graduate degree.  
Graduate-level courses are open to those who hold a baccalaureate degree and meet West Chester University standards for admission to graduate studies.

### COURSE DESCRIPTIONS

#### THEATRE

Symbol: THA

**506 Theatre Theory and Production (3)** A survey of

theatre history and practice. Students select specific areas of production and style for presentation, analysis, and research.

**516 Theatre and Application of Creative Dramatics (3)** The use of creative dramatics as a teaching

method in the classroom. Practice and application of theories and techniques.

**550 Summer Drama Workshop (1-6)** A combination of instruction and applied production experiences. Offered in summer only.

## Women's Studies

211 Main Hall  
West Chester University  
West Chester, PA 19383  
610-436-2464  
Dr. Bacon, *Director*

### Programs of Study

Women's Studies offers a bachelor of arts, as well as a minor, for undergraduate students. Graduate students may pursue a master of science in administration degree with a concentration in leadership for

women. This concentration involves six courses in administrative skill areas and six additional courses that enable the student to develop a mode of leadership appropriate to workplaces in which access to organizational power is inequitable for women and men of equal training and talent. The University also offers an 18-semester-hour leadership for women certificate. See "Master of Science in Administration," page 32, and "Leadership for Women," pages 76-77, for more information and a faculty listing.



# Commonwealth of Pennsylvania

Edward G. Rendell, *Governor*

## STATE SYSTEM OF HIGHER EDUCATION

John C. Cavanaugh, *Chancellor*

### Board of Governors

Kenneth M. Jarin, <i>Chair</i> .....	Newtown	Vincent J. Hughes.....	Philadelphia	Edward G. Rendell.....	Harrisburg
C.R. "Chuck" Pennoni, <i>Vice Chair</i> .....	Bryn Mawr	Richard Kneedler.....	Lancaster	Harold C. Shields.....	Allison Park
Aaron A. Walton, <i>Vice Chair</i> .....	Allison Park	Marie Conley Lammando.....	Harrisburg	Thomas M. Sweitzer.....	Swarthmore
Matthew E. Baker.....	Wellsboro	James Lutz.....	Tionesta	Christine J. Toretti.....	Indiana
Nick Barcio.....	Erie	Jonathan B. Mack.....	Indiana	Mackenzie Marie Wrobel.....	Bloomsburg
Paul S. Dlugolecki.....	Mechanicsburg	Joseph F. McGinn.....	Linwood	Gerald Zahorchak.....	Harrisburg
Michael K. Hanna.....	Lock Haven	Jeffrey E. Piccola.....	Harrisburg	†F. Eugene Dixon Jr., <i>Chairperson Emeritus</i>	

### West Chester University Council of Trustees

Thomas A. Fillippo, <i>Chair</i> .....	Malvern	J. Adam Matlawski.....	Malvern
Cathie Whitlock, <i>Vice Chair</i> .....	Pottstown	Richard Miller.....	Fairless Hills
Bernard J. Carrozza, <i>Secretary</i> .....	West Chester	Marion Moskowitz.....	Malvern
John C. Cavanaugh, <i>ex-officio</i> .....	Harrisburg	Eli Silberman.....	Unionville
Barry C. Dozor.....	Broomall	Christine Thomas.....	Exton
Christopher Lewis.....	Berwyn	Robert Tomlinson.....	Bensalem
*†Johanna K. Havlick, <i>Trustee</i>		*J. Curtis Joyner, <i>Trustee</i>	
		*William E. Hughes Sr., <i>Trustee</i>	
			*John Unruh, <i>Trustee</i>

### West Chester University Foundation Board of Directors

Paula D. Shaffner '80, <i>President</i>	Jane B. Fontaine '74	H. Viscount Nelson '61
John J. Ciccarone, <i>Vice President</i>	Christopher Franklin '87	John N. Nickolas '90
Sandra F. Mather '64, M'68, <i>Secretary</i>	Cheryl Fulginiti '80	Michael O'Rourke
Keith E. Beale '77, <i>Treasurer</i>	John A. Gontarz	John R. Panichello '83
Thomas A. Fillippo '69, <i>Council of Trustees Representative</i>	Maury Hoberman	Mark G. Pavlovich
Richard T. Przywara, <i>Executive Director</i>	David P. Holveck '68	David L. Peirce
Francis P. Branca '70	Donald E. Leisey '59	Milton R. Pratt, Jr. '87
Matthew Bricketto	John A. McCarthy	James Shinehouse '80
Diane Casagrande	Gustave C. Meyer '66	Samuel C. Thompson, Jr. '65
Millie C. Cassidy	Ray Mincarelli	May Van M'89
	Mark P. Mixner	Greg R. Weisenstein

### WCU Alumni Association Board of Directors

Megan Cantalupo, <i>Alumni Executive Director</i>	Francis J. Green '72	Andrea Pavone '07	Jeffrey Stein '91
Robert Ahrens '75	Kathryn Rossman Green '73, M'02	Scott Reid '96	Miranda Steinberg '06
Debra Dreisbach '86	Richard Knorr '75	S. Colby Scholfield '04	John Stoddard '93, M'99
Patrick Gonzalez '79	Edward Monroe '89	David Sears '05	Michael Stoll '03
*Janice Weir Etshied '50	Matthew Mullen '05	Janet Staneruck '73	Judd Strauss '04
	*Carmen Evans Culp '52, M'64	*Karl Helicher '72, M'82, M'87	*Richard Merion '59, M'69
	*John F. Murphy '43	*Luther B. Sowers '49	

\*Emeritus or Emerita

†Deceased

*West Chester University is a member of the Pennsylvania State System of Higher Education*



# Administration

**President** ..... **Dr. Greg R. Weisenstein**  
 Executive Deputy to the President ..... Mr. Lawrence A. Dowdy  
 Director, Social Equity ..... Mrs. Richeleen Dashield

**Vice President for Academic Affairs/Provost** ..... **Dr. Linda L. Lamwers**  
 Associate Provost ..... Dr. Darla Spence Coffey  
 Special Assistant to the Provost for Administration ..... Dr. C. Gil Wiswall  
 Associate Vice President for Sponsored Research and

Faculty Development ..... Dr. Michael Aweyoh  
 Dean, College of Arts and Sciences ..... Dr. Lori Vermeulen  
 Associate Dean, College of Arts and Sciences ..... Dr. Deirdre Pettipiece  
 Associate Dean, College of Arts and Sciences (Interim) ..... Dr. Sandra Kerr  
 Dean, College of Business

and Public Affairs ..... Dr. Christopher M. Fiorentino  
 Associate Dean, College of Business

and Public Affairs (Interim) ..... Dr. Michelle Patrick  
 Dean, College of Education ..... Dr. Joseph Malak  
 Associate Dean, College of Education ..... Dr. George Drake  
 Associate Dean, College of Education ..... Dr. Joyce Huth Munro  
 Dean, College of Health Sciences ..... Dr. Donald E. Barr  
 Associate Dean, College of Health Sciences ..... Dr. Ray Zetts  
 Dean, College of Visual and Performing Arts ..... Dr. Timothy V. Blair  
 Associate Dean, College of Visual and Performing Arts ..... Dr. John Villella  
 Dean, Graduate Studies and Extended Education (Interim) ..... Dr. Jan Hickman  
 Dean, Undergraduate Studies

and Student Support Services ..... Dr. Idna Corbett  
 Director, Academic Development Program ..... Dr. Peter Kyper  
 Director, Admissions ..... Ms. Marsha Haug  
 Director, Business Technology Center ..... Mr. Thomas Pavelchek  
 Director, Financial Aid ..... Mr. Dana C. Parker  
 Director, Learning Assistance and Resource Center ..... Ms. Gerardina Kenney  
 Director, Library Services ..... Mr. Richard Swain  
 Director, Pre-Major Academic Advising Center ..... Dr. Joanne Conlon  
 Director, Sponsored Research ..... Ms. Jeanne King  
 Director, Teacher Education Center ..... Dr. James Price  
 Registrar ..... Mr. Joseph Santivaschi

**Vice President for Administration and Finance** ..... **Mr. Mark P. Mixner**

Assistant Vice President for Finance  
 and Business Services ..... Mr. Michael J. Felice  
 Associate Vice President for Human Resources ..... Mr. Michael T. Maloy  
 Executive Director, Facilities Design and Construction ..... Ms. Dolores Giardina  
 Executive Director, Facilities Management ..... Mr. Greg Cuprak  
 Director, Accounting and Financial Reporting ..... Mr. Kevin P. McCadden  
 Director, Budget ..... Ms. Linda Boucher  
 Director, Custodial Services ..... Mr. Michael (Tony) Benjamin  
 Director, Environmental Health and Safety ..... Ms. Gail Fellows  
 Director, Internal Audit ..... Vacant  
 Director, Plant Operations ..... Mr. Bob Bollinger  
 Director, Public Safety ..... Mr. Michael D. Bicking  
 Director, Purchasing and Contract Services ..... Ms. Marianne Peffall  
 Bursar (Director, Student Financial Services) ..... Mr. Daniel Pauletti  
 Director, Administrative

and Logistical Services ..... Mr. Royston Gathings  
 Manager, Grounds and Support Services ..... Mr. Daniel Nece  
 Manager, Payroll Operations ..... Ms. Marlene Civitella-Vining

**Vice President for Advancement** ..... **Dr. Mark G. Pavlovich**

Executive Director, West Chester University  
 Foundation ..... Mr. Richard T. Przywara

Director, Alumni Relations ..... Ms. Megan Cantalupo  
 Director, Annual Giving and Stewardship ..... Ms. Melissa Cauler  
 Director, Conference Services ..... Ms. Cheryl Faust  
 Director, Cultural and Community Affairs ..... Mr. John Rhein  
 Director, Gift Planning ..... Ms. Meredith Sossman  
 Director, Major Gifts and Corporate/Foundation Relations ..... Mr. Brian Quinn  
 Director, Public Relations and Marketing ..... Ms. Pamela Sheridan  
 Director, Publications and Printing Services ..... Ms. Cynthia A. Bednar  
 Director, Prospect Research ..... Ms. Sara Gruner  
 Director, Venue Management ..... Mr. Scott Davis  
 Director, Technical (Venue Management) ..... Mr. Todd Williams  
 Manager, Graphics and Printing ..... Mr. Robert McGuckin

**Vice President for Information Services (Interim)** ..... **Mr. Adel Barimani**

Executive Director, Information Technology ..... Mr. Adel Barimani  
 Director, Administrative Computing ..... Ms. Dana German  
 Director, Networking and Telecommunications ..... Mr. Joseph Sincavage  
 Director, Institutional Research ..... Ms. Lisa Yannick  
 Special Assistant to Vice President for Information Services ..... Dr. James Fabrey  
 Special Assistant to Vice President for Information Services  
 (Interim) ..... Ms. Carol Clark

**Vice President for Student Affairs** ..... **Dr. Matthew Bricketto**

Assistant Vice President for Student Affairs ..... Ms. Diane DeVestern  
 Assistant Vice President for Student Affairs ..... Dr. Thomas Purce  
 Assistant Dean of Students ..... Ms. Mary Ann Hammond  
 Assistant Dean for Student Development

and Involvement (Interim) ..... Mr. Peter Galloway  
 Assistant to the Vice President for Student Affairs ..... Dr. Jacqueline Hodes  
 Director, Athletics ..... Dr. Edward Matejkovic  
 Director, Athletic Development ..... TBA  
 Director, Career Development Center ..... Ms. Rebecca Ross  
 Director, Children's Center ..... Ms. Sandra Jones  
 Director, Counseling and Psychological Services

Department ..... Dr. Julie Perone  
 Director, Greek Life Programs ..... Mr. Jared Brown  
 Director, Health Center ..... Ms. Mary Ann Hammond  
 Director, Housing Services ..... Mr. Peter Galloway  
 Director, Judicial Affairs and Student Assistance ..... Ms. Lynn Klingensmith  
 Director, Multicultural Affairs ..... Mr. Jerome Hutson  
 Director, New Student Programs ..... Ms. Shelley Siedzekowski  
 Director, Recreation and Leisure Programs ..... Dr. Stephen Gambino  
 Director, Residence Life ..... Ms. Marion McKinney  
 Director, Service-Learning and Volunteer Programs ..... Mrs. Margaret Tripp  
 Director, Sports Information ..... Mr. Jim Zuhlke  
 Director, Student Leadership and Involvement ..... Mr. Charles Warner  
 Director, Sykes Student Union ..... Mr. David Timmann  
 Director, Women's Center ..... Dr. Adale Sholock  
 Student Services Incorporated, Executive Director ..... Ms. Mell Josephs  
 Student Services Incorporated, Bookstore Manager ..... Mr. Steve Mannella  
 Student Services Incorporated, Coordinator,  
 Campus Activities ..... Mr. Barrett McGee



# Faculty

## Spring 2010

GREG R. WEISENSTEIN (2009) *President*  
B.A., M.A., University of Washington; Ed.D.,  
University of Kansas

LINDA L. LAMWERS (1995) *Vice President for  
Academic Affairs/Provost*  
B.A., Douglass College; M.S., Ph.D., Rutgers  
University

MARK P. MIXNER (2002) *Vice President for  
Administrative and Fiscal Affairs*  
B.A., College of William and Mary; M.S.A.,  
George Washington University

MARK G. PAVLOVICH (2000) *Vice President for  
Advancement*  
B.A., M.A., Ph.D., University of Michigan

MATTHEW J. BRICKETTO (1986) *Vice  
President for Student Affairs*  
B.S., Seton Hall University; M.Ed., Ohio Univer-  
sity; M.B.A., Fairleigh Dickinson University; Ed.D.,  
Rutgers University

DARLA SPENCE COFFEY (1998) *Associate  
Provost*

B.S.W., Eastern College; M.S.W., University of  
Pennsylvania; Ph.D., Bryn Mawr College

LORI VERMEULEN (2007) *Dean, College of Arts  
and Sciences*  
B.S., University of Scranton; M.A., Ph.D., Princeton  
University

ANN A. ABBOTT (2001) *Chairperson, Department  
of Graduate Social Work; Professor*  
B.S., St. Norbert College; M.S.S., Ph.D., Bryn  
Mawr College

AFRAND AGAH (2006) *Assistant Professor of  
Computer Science*  
B.S., Tehran Poly-Technique; M.S., Kansas State  
University; Ph.D., University of Texas at Arlington

SYLVIA MOSS AHRAJIAN (1976) *Professor of  
Applied Music*  
B.Mus., Juilliard School of Music; M.M., Indiana  
University, Bloomington

KRISTEN ALBERT (2001) *Associate Professor of  
Music Education*  
B.S., Millersville University; M.Ed., Shippensburg  
University; Ed.D., University of Delaware

KATHRYN ALESSANDRIA (2003) *Associate  
Professor of Counselor Education*  
B.S., M.A., James Madison University; Ph.D.,  
University of Virginia

THOMAS ANDREWS (1997) *Associate Professor  
of Economics*  
B.S., West Chester University; M.A., Ph.D., Temple  
University

KEVIN B. APTOWICZ (2005) *Assistant Professor  
of Physics*  
B.S., Columbia University; M.S., University of  
Colorado; Ph.D., Yale University

PAUL M. ARSENAULT (1998) *Chairperson,  
Department of Marketing; Professor*  
M.S., Marietta College; M.B.A., Wake Forest Uni-  
versity; Ph.D., Temple University

HANNAH ASHLEY (2001) *Associate Professor of  
English*  
B.S., Cornell University; M.Ed., Ph.D., Temple  
University

CHRISTOPHER M. FIORENTINO (1985)  
*Dean, College of Business and Public Affairs*  
B.A., M.A., Ph.D., Temple University

JOSEPH MALAK (2002) *Dean, College of Educa-  
tion*  
B.S., California University of Pennsylvania; M.Ed.,  
Ph.D., University of Pittsburgh; M.Ed., Frostburg  
State University

DONALD E. BARR (1997) *Dean, College of Health  
Sciences*  
B.S., Colorado State University; Ed.M., Ph.D., State  
University of New York at Buffalo

TIMOTHY V. BLAIR (1992) *Dean, College of  
Visual and Performing Arts*  
B.Mus., Susquehanna University; M.M., The New  
England Conservatory of Music; D.M.A., Catholic  
University of America

JANET S. HICKMAN (1992) *Interim Dean,  
Graduate Studies and Extended Education*  
B.S.N. University of Bridgeport; M.S.N., Northern  
Illinois University; Ed.D., Temple University

IDNA CORBETT (1992) *Dean, Undergraduate  
Studies and Student Support Services*  
B.A., Goshen College; M.A., Michigan State Uni-  
versity; Ed.D., Temple University

MEHRAN ASADI (2007) *Assistant Professor of  
Computer Science*  
B.S., Tehran Polytechnic University (Iran); M.S.,  
Ph.D., University of Texas at Arlington

EVE ATKINSON (2008) *Professor of Kinesiology*  
B.S., M.S., West Chester University; D.Ed., Temple  
University

FRANCIS ATUAHENE (2009) *Assistant Professor  
of Educational Development*  
B.A., University of Ghana; M.A., M.P.A., Ph.D.,  
Ohio University

CHRISTIAN K. AWUYAH (1989) *Associate  
Professor of English*  
B.A., University of Ghana; M.A., University of  
Guelph; Ph.D., University of Alberta

MAHRUKH AZAM (2004) *Associate Professor of  
Chemistry*  
B.S., Punjab University; M.S., Quaid-e-Azam Uni-  
versity; M.S., Ph.D., Seton Hall University

JULIAN AZORLOSA (2001) *Assistant Professor of  
Psychology*  
B.A., M.A., Ph.D., University of Delaware

JEN S. BACON (2000) *Director, Women's Studies;  
Assistant Chairperson of English; Associate Professor*  
B.A., University of South Carolina; M.A., Univer-  
sity of Cincinnati; Ph.D., Rensselaer Polytechnic  
Institute

JOHN H. BAKER (1974) *Chairperson, Department  
of Art; Professor*  
B.A., West Chester University; M.F.A., University  
of Delaware

LYNDA A. BALOCHE (1989) *Assistant Chairper-  
son, Department of Early and Middle Grades Educa-  
tion; Professor*  
B.A., Trenton State College; Ed.D., Temple Uni-  
versity

DEIRDRE PETTIPiece (2009) *Associate Dean,  
College of Arts and Sciences*  
B.A., California State University; M.A., California  
State Polytechnic University; Ph.D., Arizona State  
University

GEORGE PULLMAN DRAKE, JR. (1994)  
*Associate Dean, College of Education*  
B.S., West Virginia University; M.Ed., Trenton  
State College; Ph.D., University of Virginia

JOYCE HUTH MUNRO (2008) *Associate Dean,  
College of Education*  
B.A., Columbia International University; M.Ed.,  
University of South Carolina; Ph.D., Peabody Col-  
lege at Vanderbilt University

JOHN VILLELLA (1986) *Associate Dean, College of  
Visual and Performing Arts*  
B.S., M.M., West Chester University; Ed.D., Wid-  
ener University

RAYMOND ZETTS (1997) *Associate Dean, College  
of Health Sciences*  
B.A., Texas Lutheran College; M.A., Southwest  
Texas State University; Ed.D., University of  
Georgia-Athens

SCOTT BALTHAZAR (1991) *Chairperson, De-  
partment of Music History and Literature; Professor*  
B.A., Amherst College; M.A., Ph.D., University of  
Pennsylvania

ADELE BANE (2004) *Associate Director, Library  
and Psychological Services*  
B.A., M.A., Carnegie Institute of Technology;  
M.L.S., Ph.D., University of Pittsburgh

JUDITH BARON (1974) *Professor of Counseling  
and Psychological Services*  
B.A., M.A., University of Michigan; Ph.D., York  
University, Toronto

ROGER BARTH (1985) *Associate Professor of  
Chemistry*  
B.A., La Salle University; M.A., Ph.D., Johns  
Hopkins University

CHARLES R. BAUERLEIN (1988) *Assistant  
Professor of English*  
B.A., Loyola University of the South; M.A., Penn-  
sylvania State University

NADINE M. BEAN (1998) *Associate Professor of  
Graduate Social Work*  
B.A., M.S.S.A., Ph.D., Case Western Reserve  
University

TERENCE BEATTIE (2004) *Assistant Professor  
of Athletics*  
B.A., Alfred University; M.A., Canisius College

ROBERT M. BEDFORD (1966) *Professor of Ap-  
plied Music*  
B.Mus., M.S., The Juilliard School; D.M.A., Catho-  
lic University of America

DENA G. BEEGLY (1992) *Professor of Literacy*  
B.S., Southern Connecticut State University; M.Ed.,  
Ed.D., University of Georgia



- SHARON BEGAN (1992) *Professor of Biology*  
B.S., Kutztown University; M.S., East Tennessee State University; Ph.D., Southern Illinois University at Carbondale
- MICHAEL BELL (2001) *Associate Professor of Early and Middle Grades Education*  
B.A., Arizona State University; M.A., Northern Arizona University; Ph.D., University of Texas at Austin
- MICHELLE BELLIVEAU (2006) *Assistant Professor of Undergraduate Social Work*  
B.A., Earlham College; M.S.S.W., Columbia University; Ph.D., University of Pennsylvania
- JOHN T. BENESKI (1986) *Professor of Biology*  
A.A., Southwestern College; B.A., M.A., Humboldt State University; Ph.D., Washington State University
- CYNTHIA D. BENZING (1988) *Chairperson, Department of Economics and Finance; Professor*  
B.S., Pennsylvania State University; M.B.A., Ph.D., Drexel University
- JAY H. BERKOWITZ (1969) *Associate Professor of Theatre and Dance*  
B.S., M.A., Temple University
- LORRAINE BERNOTSKY (1996) *Director, M.S.A. Program; Professor of Political Science*  
B.A., Messiah College; M.A., Temple University; D.Phil., University of Oxford
- DEBRA BILL (1998) *Associate Professor of Health*  
B.A., Central Connecticut State University; M.P.H., University of North Carolina; Ph.D., Temple University
- JAMES B. BLACKBURN (1995) *Instructor of Early and Middle Grades Education*  
B.S., Shippensburg State College; M.A., Villanova University
- RICHARD E. BLAKE (1975) *Professor of Art*  
B.F.A., Tyler School of Art of Temple University
- JAMES R. BLEIBERG (2002) *Associate Professor of Counseling and Psychological Services*  
B.A., Haverford College; M.Ed., Harvard University; M.A., Hebrew Union College; Ph.D., Widener University
- ARVID J. BLOOM (1988) *Professor of Psychology*  
B.A., Wesleyan University; M.S., Ph.D., Colorado State University
- MARITA R. BOES (1991) *Professor of History*  
B.A., M.A., Hunter College; Ph.D., City University of New York
- STEFANIE ANNE BOETTGER (2008) *Assistant Professor of Biology*  
B.S., Aberdeen University (Scotland); Ph.D., University of Alabama at Birmingham
- DONNA BOHS (2000) *Instructor of Nursing*  
B.S.N., M.Ed., Villanova University
- GAIL G. K. BOLLIN (1990) *Professor of Early and Middle Grades Education*  
B.A., St. Bonaventure University; M.A., Purdue University; Ph.D., University of Delaware
- DAVID L. BOLTON (1991) *Assistant Professor of Professional and Secondary Education*  
B.A., Seminar Marionhoehe (Germany); M.A., Andrews University; Ph.D., Florida State University
- DEANNE L. ZOTTER BONIFAZI (1991) *Assistant Chairperson, Department of Psychology; Associate Professor*  
B.A., Bloomsburg University; M.A., Ph.D., Kent State University
- MICHAEL BOYLE (2006) *Assistant Professor of Communication Studies*  
B.A., East Stroudsburg University; M.A., University of Delaware; Ph.D., University of Wisconsin at Madison
- ERMINIO BRAIDOTTI (1978) *Professor of Languages and Cultures*  
B.A., Youngstown State University; M.A., Middlebury College; Ph.D., University of Pennsylvania
- MARY ELIZABETH BRAZ (2008) *Assistant Professor of Communication Studies*  
B.A., Michigan State University; M.A., Northern Illinois University
- JAMES W. BRENNER (2004) *Associate Professor of Health*  
B.S., West Chester University; M.Ed., College of New Jersey; Ph.D., Temple University
- MARY P. BREWSTER (1993) *Professor of Criminal Justice*  
B.A., St. Joseph's College; M.A., Fordham University; Ph.D., Rutgers University
- CAROL ISAACSON BRISELLI (1988) *Assistant Professor of Applied Music*  
B.A., State University of New York; M.M., Temple University
- PATRICIA BRODERICK (1995) *Professor of Health*  
B.A., Alvernia College; M.A., Villanova University; Ph.D., Temple University
- STEVEN L. BROITMAN (1987) *Professor of Biology*  
B.S., State University of New York at Stony Brook; M.Ed., University of Massachusetts; M.A., Ph.D., Princeton University
- DEBORAH S. BROWN (1992) *Professor of Professional and Secondary Education*  
B.S., West Chester University; M.A., Ph.D., University of Delaware
- DAVID F. BROWN (1991) *Professor of Early and Middle Grades Education*  
B.S., M.S., Northern Illinois University; Ed.D., University of Tennessee
- ELEANOR BROWN (2005) *Assistant Professor of Psychology*  
B.A., Haverford College; Ph.D., University of Delaware
- KIMBERLEE S. BROWN (1993) *Professor of Professional and Secondary Education*  
B.Ed., Temple University; M.Ed., West Chester University; Ph.D., University of Pennsylvania
- TIMOTHY J. BROWN (2002) *Chairperson, Department of Communication Studies; Professor*  
B.A., M.A., West Chester University; Ph.D., Ohio State University
- PAGE W. BUCK (2008) *Assistant Professor of Graduate Social Work*  
B.A., Middlebury College; M.S.S., Ph.D., Bryn Mawr College
- MARY BUCKELEW (1999) *Associate Director, Pennsylvania Writing and Literature Project; Associate Professor of English*  
B.A., M.A., Ph.D., University of New Mexico
- EMILY BULLOCK (2004) *Associate Professor of Applied Music*  
B.M., University of Colorado; M.M., University of Tulsa; D.M.A., University of Colorado
- JENNIFER BUNK (2006) *Assistant Professor of Psychology*  
B.A., Brandeis University; M.A., Ph.D., University of Connecticut
- J. BRYAN BURTON (1991) *Chairperson, Department of Music Education; Professor*  
B.M., West Texas State University; M.A., Western State College of Colorado; D.M.E., University of Southern Mississippi
- JEAN PIPER BURTON (1992) *Associate Professor of Library Services*  
B.S., Valley City State University; M.L.S., Vanderbilt University; M.A., Widener University
- RICHARD M. BUSCH (1990) *Professor of Geology*  
A.B., Franklin and Marshall College; M.A., Temple University; Ph.D., University of Pittsburgh
- MARIA JOSÉ CABRERA (2007) *Assistant Professor of Languages and Cultures*  
B.A., Universidad de Murcia (Spain); M.A., West Virginia University; Ph.D., Rutgers University
- WEI WEI CAI (1996) *Professor of Early and Middle Grades Education*  
B.A., Beijing Teachers College; M.A., Bloomsburg University; Ed.D., Indiana University of Pennsylvania
- GERARD A. CALLANAN (2001) *Professor of Management*  
B.A., Temple University; M.B.A., LaSalle University; Ph.D., Drexel University
- MARCOS CAMPILLO-FENOLL (2009) *Assistant Professor of Languages and Cultures*  
B.A., Universidad de Murcia (Spain); M.A., Ph.D., University of Illinois at Urbana-Champaign
- SUSAN F. CAROFF (1995) *Associate Professor of Literacy*  
B.A., University of Pittsburgh; M.Ed., The Citadel; Ph.D., Purdue University
- LYNN CARSON (1991) *Professor of Health*  
B.A., Neumann College; M.S., St. Joseph's University; Ph.D., Temple University
- GIOVANNI CASOTTI (1996) *Professor of Biology*  
B.A., Ph.D., Murdoch University (Australia)
- ANTHONY CATALDO (2007) *Chairperson, Department of Accounting; Professor*  
B.S., B.A., M.Acc., University of Arizona; Ph.D., Virginia Polytechnic Institute and State University
- NICOLE CATTANO (2007) *Instructor of Sports Medicine*  
B.S., University of North Carolina at Greensboro; M.P.H., West Chester University; Ph.D., Temple University
- WALTER P. CHANDLER (1990) *Assistant Professor of Management*  
B.S., M.B.A., Drexel University
- CECILIA LEE-FANG CHIEN (2005) *Assistant Chairperson, Department of History; Associate Professor*  
B.A., Central Michigan University; M.A., Ph.D., Harvard University
- KATHRYN S. CHILCOTE (1989) *Associate Professor of Applied Music*  
B.A., M.M., University of the Pacific; D.M.A., University of Oregon
- PAUL F. CHRIST (1994) *Director, M.B.A. Program; Professor of Marketing*  
B.B.A., M.B.A.; Temple University; Ph.D., Drexel University
- HUNG M. CHU (1976) *Professor of Management*  
B.S., St. Joseph's College (Ind.); M.B.A., Northern Illinois University; Ph.D., Louisiana State University
- MELISSA CICHOWICZ (1986) *Assistant Chairperson, Department of Chemistry; Associate Professor*  
B.S., St. Joseph's College; Ph.D., University of Maryland



BETHANN CINELLI (1987) *Assistant Chairperson, Department of Health; Professor*  
B.S., Indiana University of Pennsylvania; M.Ed., Temple University; D.Ed., Pennsylvania State University

ANGELA CLARKE (2007) *Assistant Professor of Psychology*  
B.S., M.A., Ph.D., University of North Carolina-Chapel Hill

FRANCES E. CLELAND (1994) *Assistant Chairperson, Department of Kinesiology; Professor*  
B.S., Purdue University; M.S., P.E.D., Indiana University

JUANITA RODGERS COMFORT (2001) *Associate Professor of English*  
B.A., M.A., Old Dominion University; Ph.D., Ohio State University

SIMON CONDLIFFE (2008) *Assistant Professor of Economics and Finance*  
B.A., University of Humber, England; M.S., Ph.D., University of Delaware

JOANNE C. CONLON (2008) *Assistant Professor of Educational Development*  
B.A., St. Lawrence University; M.S., Syracuse University; M.Ed., Ed.D., Columbia University Teachers College

KATHERINE A. CONROY (1983) *Assistant Professor of Nursing*  
B.S., Rutgers - The State University; M.S., Boston University

LYNNE COOKE (2007) *Assistant Professor of English*  
B.A., M.A., San Diego State University; Ph.D., Rensselaer Polytechnic Institute

GARY COUTU (2005) *Assistant Professor of Geography and Planning*  
B.A., Duquesne University; M.S.P.M.P., Carnegie Mellon University; Ph.D., Texas A&M University

VINCENT A. CRAIG (1999) *Assistant Professor of Applied Music*  
B.M., Oberlin College; M.M., D.M.A., Peabody Institute of Johns Hopkins University

STANLEY J. CRAMER (2000) *Assistant Professor of Kinesiology*  
B.S., M.S., West Chester University; Ph.D., Temple University

CARL CRANMER (2000) *Associate Professor of Applied Music*  
B.Mus., Oberlin Conservatory of Music; M.M., D.M.A., The Juilliard School

WALTER L. CRESSLER III (2001) *Associate Professor of Library References*  
B.A., Dartmouth College; M.S., Drexel University; M.Ed., Widener University; Ph.D., University of Pennsylvania

CATHRYN CROSBY (2007) *Assistant Professor of Languages and Cultures*  
B.A., Purdue University; M.A.Ed., University of Toledo; Ph.D., Ohio State University

KRISTEN B. CROSSNEY (2008) *Assistant Professor of Geography and Planning*  
B.S., University of Maryland-Baltimore County; M.A., Temple University; Ph.D., Rutgers University

DAVID CULLEN (1993) *Instructor of Applied Music*  
B.M., Hartford School of Music

MATTHEW CUMMISKEY (2009) *Assistant Professor of Kinesiology*  
B.S., Ithaca College; M.S., State University of New York at Cortland; Ph.D., Temple University

JUDITH A. CURTIN (2001) *Instructor of Communicative Disorders*  
B.S., M.S., Marquette University; Au.D., University of Florida

NEIL CURTIS (1993) *Associate Professor of Sports Medicine*  
B.S., Boston University; M.S., University of Arizona; Ed.M., Ed.D., Columbia University

VIRGINIA M. DA COSTA (1998) *Associate Professor of Art*  
B.A., State University of New York at Albany; M.A., California State University at Long Beach; Ph.D., University of California, Santa Barbara

KAREN DANNESSE (2005) *Associate Professor of Applied Music*  
B.M., Youngstown State University; M.M., Michigan State University; D.M., Florida State University

DANIEL DARIGAN (1992) *Professor of Literacy*  
B.S., M.S., Northern Illinois University; Ph.D., University of Oregon

LAWRENCE R. DAVIDSON (1989) *Professor of History*  
B.A., Rutgers - The State University; M.A., Georgetown University; Ph.D., University of Alberta

KEVIN W. DEAN (1991) *Director, Honors College; Professor of Communication Studies*  
B.S., Bowling Green University; M.A., Miami University of Ohio; Ph.D., University of Maryland

ELI DEHOPE (2001) *Professor of Social Work*  
B.S.W., Temple University; M.Ed., West Chester University; M.A., Ph.D., University of Pennsylvania

DAVID DELGADO (2008) *Associate Professor of Health*  
B.A., Harvard University; M.P.H., Columbia University; Ph.D., University of California, Los Angeles

DIANE DELANEY (2004) *Assistant Professor of Music Education*  
B.M., Boston Conservatory; M.S., Towson University; Ph.D., Temple University

PHILIP M. DeMOSS (1972) *Professor of Economics and Finance*  
B.A., Park College; M.A., Ph.D., Kansas State University

CLAIRE L. DENTE (2008) *Assistant Professor of Undergraduate Social Work*  
B.A., Chestnut Hill College; M.S.W., Catholic University of America; Ph.D., Temple University

VALERIAN DESOUSA (2008) *Assistant Professor of Sociology*  
B.A., Bombay University; M.A., Xavier Labour Relations Institute (India) and University of Illinois at Urbana-Champaign

DAVID P. DeVENNEY (1996) *Professor of Applied Music*  
B.M., Iowa State University; M.M., University of Wisconsin-Madison; D.M.A., Conservatory of Music, University of Cincinnati

KATHLEEN DEVLIN-KELLY (1976) *Assistant Professor of Nursing*  
B.S.N., Georgetown University; M.S.N., Boston University

CONNIE DILUCCHIO (2003) *Assistant Chairperson, Department of Early and Middle Grades Education; Associate Professor*  
B.S., M.E., Pennsylvania State University; Ed.D., University of Pennsylvania

ANDREW E. DINNIMAN (1972) *Professor of Educational Development*  
B.A., University of Connecticut; M.A., University of Maryland; Ed.D., Pennsylvania State University

LISA DOHERTY (2000) *Instructor of Nursing*  
B.S., West Chester University; B.S.N., Hawaii Pacific University; M.S.N., West Chester University

N. KIM DOAN (2008) *Assistant Professor of Special Education*  
B.A., M.A., California State University; Ph.D., University of Virginia

JEAN-CHRISTOPHE DOBRZELEWSKI (2008) *Assistant Professor of Applied Music*  
Diploma of Modern Languages, Numaz-Droz School (Switzerland); Prix de Trompette, Conservatoire de Musique de Tueil-Malmaison (France); M.M., University of Maine; D.M.A., Arizona State University

MARTHA DROBNAK (1992), *Department of Early and Middle Grades Education; Professor*  
B.A., Grove City College; M.Ed., University of Pittsburgh; Ed.D., Nova University

PHILLIP K. DUNCAN (1983) *Professor of Psychology*  
B.A., Wittenberg University; M.A., Western Michigan University; Ph.D., University of Florida

KEVIN C. DUNLEAVY (1979) *Assistant Professor of Economics and Finance*  
B.A., University of Delaware; Ph.D., Duke University

HOWARD EDELMAN (1981) *Assistant Professor of Computer Science*  
B.S., City University of New York; M.S., University of Delaware

KATHLEEN ELLIS (2009) *Associate Professor of Kinesiology*  
B.A., University of North Carolina at Wilmington; M.Ed., Bowling Green State University; Ph.D., Michigan State University

LINDA ELLO (1999) *Associate Professor of Graduate Social Work*  
B.A., Pennsylvania State University; M.S., University of Iowa; Ph.D., Rutgers - The State University

JOHN ELMORE (2005) *Assistant Professor of Professional and Secondary Education*  
B.A., B.S., Kansas Wesleyan University; M.S., Ph.D., Kansas State University

PAUL R. EMMONS (1985) *Associate Professor of Library Services*  
B. Mus., Lawrence University of Wisconsin; M.M., M.S., University of Illinois

RICHARD G. EPSTEIN (1991) *Professor of Computer Science*  
B.A., George Washington University; M.S.E., University of Pennsylvania; Ph.D., Temple University

MARGARET ERVIN (2003) *Director, Writing Center; Associate Professor of English*  
B.A., Harvard University; Ph.D., University at Albany, State University of New York

KAREN EVERETT (2007) *Assistant Professor of Early and Middle Grades Education*  
B.S., Trenton State College; M.Ed., Rutgers University; Ph.D., University of Albany

JAMES D. FABREY (1975) *Chairperson, Department of Computer Science; Professor*  
A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

G. WINFIELD FAIRCHILD (1983) *Professor of Biology*  
B.A., Hamilton College; M.S., Ph.D., University of Michigan

XIN FAN (2006) *Assistant Professor of Biology*  
B.S., Jiangxi College of Medicine; M.S., Kunming Medical College; Ph.D., University of Pennsylvania



- GEORGE FASIC (1988) *Assistant Professor of Geography and Planning*  
B.S., Pennsylvania State University; M.S., Columbia University, A.I.C.P.
- REBECCA A. FIELD (1998) *Assistant Professor of Theatre*  
B.Mus., West Chester University; M.Mus., D.Mus., Indiana University
- FRANK E. FISH (1980) *Professor of Biology*  
B.A., State University of New York at Oswego; M.S., Ph.D., Michigan State University
- CYNTHIA G. FISHER (2000) *Associate Professor of Geology and Astronomy*  
B.A., Augustana College; M.B.Sc., Ph.D., University of Colorado
- MICHAEL J. FISHER (2008) *Assistant Professor of Mathematics*  
B.S., Millersville University; M.S., Ph.D., Lehigh University
- ANDREA R. FISHMAN (1990) *Director, Pennsylvania Writing and Literature Project; Professor of English*  
B.A., Dickinson College; M.Ed., Shippensburg University; Ph.D., University of Pennsylvania
- KAREN L. FITTS (2000) *Associate Professor of English*  
B.A., M.E., Northwestern State University; Ph.D., Texas Christian University
- KEVIN FLANIGAN (2003) *Associate Professor of Literacy*  
B.A., Mary Washington College; M.E., James Madison University; M.E., Ph.D., University of Virginia
- ROBERT P. FLETCHER (1992) *Professor of English*  
B.A., University of California; M.A., Ph.D., University of California, Los Angeles
- KEVIN E. FLYNN (1998) *Associate Professor of Accounting*  
M.S., Drexel University
- ANITA K. FOEMAN (1991) *Professor of Communication Studies*  
B.H., Defiance College; M.A., Ph.D., Temple University
- DANIEL FORBES (2007) *Assistant Professor of Philosophy*  
B.A., Dickinson College; Ph.D., University of Georgia
- ERIC FOURNIER (2008) *Assistant Professor of History*  
B.A., M.A., Université de Montréal; Ph.D., University of California, Santa Barbara
- SANDRA FOWKES-GODEK (1991) *Professor of Sports Medicine*  
B.S., Pennsylvania State University; M.S., University of Colorado; Ph.D., Temple University
- BONITA FREEMAN-WITTHOFT (1974) *Director, Ethnic Studies Institute; Associate Professor of Anthropology*  
B.A., University of Maine; M.A., Ph.D., University of Pennsylvania
- JONATHAN FRIEDMAN (2002) *Director, Holocaust and Genocide Studies Program; Professor of History*  
B.A., Kent State University; M.A., Ph.D., University of Maryland - College Park
- JOY FRITSCHLE (2007) *Assistant Professor of Geography and Planning*  
B.A., Humboldt State University; M.S., University of Memphis; Ph.D., University of Wisconsin-Madison
- BLAISE F. FROST (1989) *Chairperson, Department of Chemistry; Associate Professor*  
B.A., Yankton College; M.S., Ph.D., University of South Dakota
- FRANK F. FRY, JR. (1993) *Chairperson, Department of Kinesiology; Professor*  
B.S., West Chester University; M.Ed., Colorado State University; D.P.E., Springfield College
- LORI FULLER (2009) *Associate Professor of Accounting*  
B.B.A., University of Oklahoma; Ph.D., Arizona State University
- JOHN A. GAARDER (1999) *Instructor of Applied Music*  
B.M., University of Wisconsin - Madison; M.M., New England Conservatory of Music
- ANGELO F. GADALETO (1986) *Professor of Counselor Education*  
B.A., Rider College; M.Ed., University of Delaware; Ph.D., University of Virginia
- MARC GAGNE (1999) *Chairperson, Department of Geology and Astronomy; Associate Professor*  
B.S., University of Montreal; Ph.D., University of Georgia
- GLORIA GALANTE (1993) *Instructor of Applied Music*  
B.S., West Chester University
- CLYDE J. GALBRAITH (1974) *Associate Professor of Accounting*  
B.S., M.B.A., Drexel University; C.P.A., Commonwealth of Pennsylvania
- GAIL M. GALLITANO (1992) *Professor of Mathematics*  
B.S., Monmouth College; M.S., Farleigh Dickinson University; M.A., M.Ed., Ed.D., Columbia University
- ROBERT J. GALLOP (2001) *Associate Professor of Mathematics*  
B.S., Pennsylvania State University; M.S., Ph.D., Drexel University
- AYAN GANGOPADHYAY (2007) *Assistant Professor of English*  
B.A., University of Calcutta (India); M.A., Jadavpur University, Calcutta; Ph.D., University of California, Los Angeles
- SUSAN GANS (1997) *Associate Professor of Psychology*  
B.A., New York University; M.A., Ph.D., University of Chicago
- ALISON GARDINER-SHIRE (2008) *Assistant Professor of Sports Medicine*  
B.S., Salisbury University; M.S., California University of Pennsylvania; Ph.D., University of South Carolina
- ROBIN GARRETT (1978) *Assistant Professor of Nursing*  
B.S.N., Case Western Reserve University; M.S.N., University of Pennsylvania
- CLAYTON GARTHWAIT (2004) *Assistant Professor of Library Services*  
B.A., University of Delaware; M.S., Drexel University
- JOHN GAULT (1991) *Associate Professor of Marketing*  
B.S., U.S. Naval Academy; M.B.A., University of Pennsylvania; Ph.D., Drexel University
- KARIN E. GEDGE (1997) *Associate Professor of History*  
B.A., Lake Forest College; M.A., State University of New York at Brockport; Ph.D., Yale University
- ERIN GESTL (2007) *Assistant Professor of Biology*  
B.S., Ph.D., Pennsylvania State University
- DORA GHETIE (2005) *Assistant Professor of Counseling and Psychological Services*  
B.A., State University of New York at Buffalo; M.A., Psy.D., Widener University
- MARY BETH GILBOY (2007) *Assistant Professor of Health*  
B.S., Marywood University; M.P.H., University of North Carolina; Ph.D., Temple University
- STEVEN GIMBER (2007) *Assistant Professor of History*  
B.A., Rowan University; M.A., University of Pennsylvania; Ph.D., American University
- PETER L. GLIDDEN (1995) *Associate Professor of Mathematics*  
B.A., College of Wooster; M.A., Ph.D., Columbia University
- DENNIS GODFREY (1987) *Associate Professor of English*  
B.A., University of Northern Iowa; M.A., Ph.D., University of Michigan
- STEVEN C. GOOD (1996) *Professor of Geology*  
B.A., Augustana College; M.A., Ph.D., University of Colorado
- FELIX E. GOODSON (1998) *Professor of Chemistry*  
A.B., Princeton University; Ph.D., University of California, Berkeley
- LISA GORDON (1999) *Instructor of Literacy*  
B.S., University of Pittsburgh; M.Ed., Pennsylvania State University
- HENRY GRABB (1992) *Professor of Applied Music*  
B.A., University of Central Florida; M.M., Northwestern University of Illinois; D.M., Florida State University
- PAUL D. GREEN (1971) *Professor of English*  
A.B., Temple University; A.M., Ph.D., Harvard University
- JUDITH J. GREENAMYER (1988) *Assistant Chairperson, Department of Biology; Assistant Professor*  
M.S., University of California; D.V.M., Ohio State University
- ANITA GREENLEE (2001) *Assistant Chairperson, Department of Applied Music; Assistant Professor*  
B.S., M.S., Juilliard School of Music
- SCOTT C. GREENWOOD (2001) *Associate Professor of Literacy*  
B.A., M.Ed., Westminster College; Ed.D., Lehigh University
- SHIRLEY R. GRICE (1972) *Assistant Professor of Educational Development*  
B.S., M.Ed., West Chester University; Ed.D., Temple University
- ELIZABETH GRILLO (2006) *Assistant Professor of Communicative Disorders*  
B.M., Indiana University; M.S., Columbia University's Teachers College; Ph.D., University of Pittsburgh
- FRANK GROSSHANS (1975) *Professor of Mathematics*  
B.S., University of Illinois; Ph.D., University of Chicago
- CHARLES E. GROVE (1999) *Associate Professor of Languages and Cultures*  
B.S., Slippery Rock University; M.S., Ph.D., University of Pittsburgh
- CHERYL GUNTER (1999) *Professor of Communicative Disorders*  
B.A., University of Tennessee; M.A., Memphis State; Ph.D., University of Texas - Austin



- SHIV K. GUPTA (1985) *Associate Professor of Mathematics*  
B.S., M.S., Delhi University; M.S., University of Wisconsin; Ph.D., Case Western Reserve University
- PATRICIA L. GYSLING (1998) *Instructor of Mathematics*  
B.A., Pennsylvania State University; M.A., University of Michigan
- CYNTHIA S. HAGGARD (1990) *Chairperson, Department of Professional and Secondary Education; Associate Professor*  
B.A., M.A., Ed.D., Indiana University
- GABRIELLE HALKO (2006) *Assistant Professor of English*  
B.A., College of William and Mary; M.F.A., Bowling Green State University; Ph.D., Western Michigan University
- CYNTHIA HALL (2008) *Assistant Professor of Geology and Astronomy*  
B.S., Howard University; Ph.D., Georgia Institute of Technology
- WAYNE HANLEY (2000) *Chairperson, Department of History; Associate Professor*  
B.A., M.A., Central Missouri State University; Ph.D., University of Missouri
- LINDA G. HANNA (1995) *Assistant Professor of Early and Middle Grades Education*  
B.A., Immaculata College; M.A., Villanova University; Ed.D., Immaculata College
- CHRIS L. HANNING (1995) *Chairperson, Department of Applied Music; Professor*  
B.A., B.A., University of South Florida; M.M., University of Akron; D.M.A., University of Colorado
- JOHN H. HANSON (2000) *Assistant Professor of English*  
B.A., University of Liberia; M.A., Syracuse University; Ph.D., Florida State University
- CHARLES A. HARDY III (1990) *Professor of History*  
B.A., M.A., Ph.D., Temple University
- JEFFREY E. HARRIS (1983) *Professor of Health*  
B.A., University of California, San Diego; D.H.Sc., M.P.H., Loma Linda University
- THOMAS HAUGHEY (2006) *Assistant Professor of Theatre and Dance*  
B.S., Elizabethtown College; M.F.A., University of Connecticut
- SCOTT HEINERICHS (2004) *Assistant Professor of Sports Medicine*  
B.S., West Chester University; M.A.T., University of South Carolina
- JOHN G. HELION (1990) *Associate Professor of Kinesiology*  
B.S., State University of New York; M.A., Ed.M., Ed.D., Columbia University
- MARTIN HELMKE (2005) *Assistant Professor of Geology and Astronomy*  
B.S., Antioch College; Ph.D., Iowa State University
- ANNE F. HERZOG (1993) *Chairperson, Department of English; Professor*  
B.A., College of the Holy Cross; M.A., Georgetown University; Ph.D., Rutgers - The State University
- WILLIAM L. HEWITT (1992) *Professor of History*  
B.A., M.A., Adams State College; Ph.D., University of Wyoming
- JANET S. HICKMAN (1992) *Interim Dean, Graduate Studies and Extended Education; Professor of Nursing*  
B.S.N., University of Bridgeport; M.S.N., Northern Illinois University; Ed.D., Temple University
- MARK HICKMAN (2009) *Instructor of Communications Studies*  
B.A., Marshall University; M.A. Miami University of Ohio
- ALLAN B. HILL (1997) *Associate Professor of Educational Services*  
B.A., M.A., Temple University; Ed.D., The Fielding Institute
- MARGARET SCHIFF HILL (1990) *Associate Professor of Art*  
B.F.A., Kutztown University; M.F.A., Syracuse University
- JOB Y HILLIKER (2004) *Associate Professor of Geology and Astronomy*  
B.S., M.S., Ph.D., Pennsylvania State University
- STEPHANIE L. HINSON (1992) *Associate Professor of Professional and Secondary Education*  
A.B., Princeton University; M.Ed., Ed.D., University of Virginia
- FRANK HOFFMAN (1990) *Associate Professor of Philosophy*  
A.B., University of Missouri; M.A., University of Hawaii; Ph.D., University of London
- BELLE HOLLON (1987) *Associate Professor of Art*  
B.F.A., Philadelphia College of Art; M.F.A., University of Wisconsin
- YI-MING HSU (1975) *Professor of Professional and Secondary Education*  
B.A. National Taiwan University; M.A., University of Oregon; D.Ed., University of Georgia
- JANE HUTTON (2005) *Assistant Professor of Library Services*  
B.A., Earlham College; M.S., Drexel University
- LAURI HYERS (2004) *Associate Professor of Psychology*  
B.A., Ph.D., Pennsylvania State University
- DOROTHY IVES-DEWEY (2005) *Assistant Professor of Geography and Planning*  
B.A., Lafayette College; M.P.I., University of Southern California; Ph.D., University of Pennsylvania
- KATHLEEN JACKSON (2002) *Chairperson, Department of Mathematics; Associate Professor*  
B.S., West Chester State College; Ed.D., Temple University
- MARC M. JACOBY (2005) *Assistant Professor of Music Education*  
B.M., Berklee College of Music; M.M., New England Conservatory of Music; M.M., Ph.D., Northwestern University
- JOANN JAWORSKI (2000) *Assistant Professor of Literacy*  
B.A., Pennsylvania State University; M.Ed., Millersville University; Ph.D., State University of New York at Albany
- TAMMY C. JAMES (1994) *Professor of Health*  
B.S., M.E., Ph.D., Kent State University
- JANE E. JEFFREY (1991) *Professor of English*  
B.A., Memphis State; M.A., Ph.D., University of Iowa
- ELAINE B. JENKS (1992) *Professor of Communication Studies*  
B.A., University of Maryland; M.A., Gannon University; Ph.D., Pennsylvania State University
- ZHEN JIANG (2002) *Associate Professor of Computer Science*  
B.S., Shanghai Jiaotong University; M.S., Nanjing University; Ph.D., Florida Atlantic University
- CAROLYN CONSUELO JIMENEZ (1994) *Chairperson, Department of Sports Medicine; Professor*  
B.A., Colorado College; M.S., University of Arizona; Ph.D., Temple University
- DEIDRE ANN JOHNSON (1991) *Associate Professor of English*  
B.A., Knox College; M.A., Eastern Michigan; Ph.D., University of Minnesota
- VANESSA K. JOHNSON (1999) *Associate Professor of Psychology*  
B.S., University of Washington, Seattle; M.A., Ph.D., University of California, Berkeley
- CLIFFORD A. JOHNSTON (1992) *Associate Professor of Mathematics*  
B.S.E., Mansfield University; M.A., Ph.D., Temple University
- SUSAN L. JOHNSTON (2001) *Professor of Anthropology*  
B.A., University of Pennsylvania; B.S., Hahnemann University; Ph.D., University of Pennsylvania
- JAMES A. JONES (1992) *Professor of History*  
B.S., M.A., Ph.D., University of Delaware
- MILDRED C. JOYNER (1981) *Chairperson, Department of Social Work; Professor*  
B.S.W., Central State University; M.S.W., Howard University
- FRANK KADERABEK (1995) *Instructor of Applied Music*
- SETH KAHN (2002) *Associate Professor of English*  
B.A., Wake Forest University; M.A., Florida State University; Ph.D., Syracuse University
- WALLACE J. KAHN (1977) *Professor of Counselor Education*  
B.S., Bloomsburg University; M.Ed., A.G.S., Ph.D., University of Maryland
- ORHAN KARA (2003) *Associate Professor of Economics and Finance*  
B.A., University of Ankara; M.S., Ph.D., University of Wisconsin - Madison; Ph.D., University of Wisconsin - Milwaukee
- MATIN KATIRAI (2009) *Assistant Professor of Geography and Planning*  
B.A., York University, Toronto; M.P.H., University of Kentucky College of Public Health; Ph.D., University of Louisville
- BARBARA A. KAUFFMAN (1987) *Instructor of Criminal Justice*  
B.S., Pennsylvania State University; M.S., University of Pennsylvania; J.D., Temple University School of Law
- LAURA RENZI KEENER (2008) *Assistant Professor of English*  
B.A., University of Pittsburgh; M.Ed., Lehigh University; Ph.D., Ohio State University
- LEONARD KELLY (2005) *Assistant Professor of Theatre and Dance*  
B.A., West Chester University; M.F.A., University of Texas
- JOHN J. KENNEDY (2001) *Associate Professor of Political Science*  
B.S., M.P.A., Kutztown University; Ph.D., Temple University
- JANE L. KENNEY (1992) *Assistant Professor of Professional and Secondary Education*  
B.A., Pennsylvania State University; M.A., Ohio State University; Ph.D., Temple University
- SANDRA L. KERR (1994) *Interim Associate Dean, College of Arts and Sciences; Chairperson, Department of Psychology; Professor*  
B.A., Boston College; M.A., Ph.D., State University of New York at Stony Brook



- JOHN J. KERRIGAN (1972) *Professor of Mathematics*  
B.S., West Chester University; M.A., Villanova University; D.Ed., Temple University
- JOHN A. KINSLOW (1998) *Chairperson, Department of Professional and Secondary Education; Professor*  
B.A., Antioch University; M.Ed., Ph.D., Temple University
- LISA A. KIRSCHENBAUM (1996) *Assistant Chairperson, Department of History; Professor*  
A.B., Brown University; M.A., Ph.D., University of California, Berkeley
- SARA LAMB KISTLER (2004) *Associate Professor of Early and Middle Grades Education*  
B.S., M.A., West Chester University; Ph.D., University of Delaware
- ROBERT M. KLINE (1991) *Associate Professor of Computer Science*  
B.A., Millersville University; Ph.D., Washington University
- TERRY KLINEFELTER (2000) *Assistant Professor of Applied Music*  
B.S.Ed., M.M., West Chester University; M.M., Temple University
- MAUREEN T. KNABB (1986) *Professor of Biology*  
B.S., St. Joseph's University; Ph.D., University of Virginia
- ROBERT KODOSKY (2009) *Assistant Professor of History*  
B.S., University of Pennsylvania; M.A., Villanova University
- MAREILE A. KOENIG (1990) *Associate Professor of Communicative Disorders*  
B.S., M.S., Southern Illinois University; Ph.D., University of Illinois
- KURT KOLASINSKI (2006) *Assistant Professor of Chemistry*  
B.S., University of Pittsburgh; Ph.D., Stanford University
- MARIA KOPACZ (2007) *Assistant Professor of Communication Studies*  
M.A., Warsaw University (Poland); Ph.D., University of Arizona
- EDWARD M. KUBACHKA (1995) *Instructor of Kinesiology*  
B.S., Pennsylvania State University; B.S., M.S., West Chester University
- V. KRISHNA KUMAR (1977) *Professor of Psychology*  
B.S., Osmania University (India); M.S., Indian Agricultural Research Institute; M.S., Ph.D., University of Wisconsin-Madison
- PETER T. KYPER (1987) *Director, Academic Development Program; Professor of Educational Development*  
B.A., University of Pittsburgh; Ph.D., Auburn University
- JANET LACEY (2000) *Professor of Health*  
B.S., Simmons College; M.S., M.Ed., University of Massachusetts; Dr.P.H., University of North Carolina
- WILLIAM LALICKER (1995) *Professor of English*  
B.A., Loyola Marymount University; M.A., Ph.D., University of Washington
- MARGARETE J. LANDWEHR (1992) *Associate Professor of Languages and Cultures*  
B.S., Georgetown University; M.A., Ph.D., Harvard University
- BESSIE LEE LAWTON (2008) *Assistant Professor of Communication Studies*  
B.A. M.A., University of the Philippines; Ph.D., University of Pennsylvania
- EVAN A. LEACH (1993) *Associate Professor of Management*  
B.A., Pennsylvania State University; M.A., West Chester University; M.A., Ph.D., Yale University
- HEATHER LEAMAN (2005) *Chairperson, Department of Early and Middle Grades Education; Associate Professor*  
B.S., M.Ed., Millersville University; Ph.D., Pennsylvania State University
- IN YOUNG LEE (2009) *Assistant Professor of Applied Music*  
B.M., M.M. Seoul National University; M.M., Temple University
- THOMAS J. LEGG (2000) *Associate Professor of History*  
B.A., State University of New York at Cortland; M.A., State University of New York at Brockport; Ph.D., College of William and Mary
- PATRICIA LENKOWSKI (1995) *Chairperson, Department of Library Services; Associate Professor*  
B.A., Glassboro State College; M.S., Drexel University; M.Ed., Widener University
- ROBIN CALDWELL LEONARD (2007) *Associate Professor of Health*  
B.S., College of Charleston; Ph.D., Medical College of Virginia
- MONICA P. LEPORE (1983) *Professor of Kinesiology*  
B.S., College of Mount Saint Vincent; M.S., University of Wisconsin; Ed.D., New York University
- DAVID G. LEVASSEUR (1997) *Associate Professor of Communication Studies*  
B.A., M.A., University of Maryland-College Park; Ph.D., University of Kansas
- JOHN LEVEILLE (2006) *Assistant Professor of Sociology*  
B.A., University of Rhode Island; M.A., Ed.M., Columbia University; Ph.D., University of California, San Diego
- JAMES P. LEWANDOWSKI (1991) *Professor of Geography and Planning*  
B.A., M.A., University of Toledo; Ph.D., Ohio State University
- HUIMIN (AMY) LI (2004) *Associate Professor of Economics and Finance*  
B.E., M.A., Xi'an Jiaotong University (China); Ph.D., Drexel University
- PETER H. LOEDEL (1996) *Chairperson, Department of Political Science; Professor*  
B.A., B.A., M.A., Ph.D., University of California, Santa Barbara
- EDWARD J. LORDAN (2001) *Associate Professor of Communication Studies*  
B.A., West Chester University; M.A., Temple University; Ph.D., Syracuse University
- HENRY R. LOUSTAU (1999) *Associate Professor of Art*  
B.A., Dartmouth College; M.F.A., University of Illinois at Urbana-Champaign
- BIN LU (2005) *Assistant Professor of Computer Science*  
B.S., M.S., Harbin Institute of Technology (China); Ph.D., Texas A&M University
- LISA J. LUCAS (2008) *Assistant Professor of Early and Middle Grades Education*  
B.A., Lock Haven University; M.Ed., Cabrini College; Ed.D., Immaculata University
- TIMOTHY LUTZ (1998) *Associate Professor of Geology*  
B.A., Wesleyan University; Ph.D., University of Pennsylvania
- GLENN LYONS (1984) *Assistant Professor of Applied Music*  
B.A., Harpur College; M. Mus., Peabody Conservatory of Music of Johns Hopkins University
- CHARLOTTE MACKEY (1998) *Chairperson, Department of Nursing; Associate Professor*  
B.S.N., Eastern College; M.S.N., D.Ed., Widener University
- ROBERT MACKEY (2009) *Assistant Professor of Nursing*  
B.S., Eastern College; M.S., St. Joseph's University; M.S.N., West Chester University; Ph.D. Northcentral University
- GRAHAM MACPHEE (2005) *Assistant Professor of English*  
B.A., University of London; M.A., Ph.D., University of Sussex (England)
- RODNEY MADER (1999) *Associate Professor of English*  
B.A., Ph.D., Temple University
- ROBERT C. MAGGIO (1991) *Chairperson, Department of Music Theory/Composition; Professor*  
B.A., Yale University; M.A., Ph.D., University of Pennsylvania
- DEBORAH MAHLSTEDT (1988) *Professor of Psychology*  
B.S., State University of New York at Rockport; M.Ed., Ph.D., Temple University
- TIA MALKIN-FONTECCHIO (2006) *Assistant Professor of History*  
B.A., University of California, Berkeley; M.A., Ph.D., Brown University
- PAUL L. MALTBY (1991) *Professor of English*  
B.A., Thames Polytechnic; M.A., London University; Ph.D., Sussex University
- LISA E. MARANO (2002) *Assistant Chairperson, Department of Mathematics; Associate Professor*  
B.A., Rider University; M.S., Ph.D., Lehigh University
- OVIDIU MARINESCU (2003) *Assistant Professor of Applied Music*  
Music Bucharest Conservatory; M.M., University of Wisconsin; D.M.A., Temple University
- STEPHEN MARVIN (2000) *Associate Professor of Library Services*  
B.A., State University of New York; M.L.S., Syracuse University
- THOMAS M. MASTRILLI (1995) *Professor of Professional and Secondary Education*  
B.S., M.Ed., Pennsylvania State University; Ed.D., University of Pittsburgh
- EDWARD M. MATEJKOVIC (1995) *Athletic Director; Chairperson, Department of Athletics; Professor*  
B.S., M.Ed., West Chester University; Ed.D., Temple University
- CHRISTINE A. MATUS (1999) *Instructor of Mathematics*  
B.S., M.A., West Chester University
- SUNITA MAYOR (2000) *Chairperson, Department of Literacy; Associate Professor*  
B.A., University of Calcutta; B.Ed., University of Rohtak; M.Ed., Xavier University; Ed.D., University of Cincinnati



- GUSTAVE N. MBUY (1985) *Professor of Biology*  
B.A., University of California; M.M., Ph.D., University of Cincinnati
- KRISTEN A. McCASKEY (2001) *Assistant Professor of Music Education*  
B.S., Millersville University; M.Ed., Shippensburg University
- CHRISTINA W. McCAWLEY (1971) *Professor of Library Services*  
B.A., Ohio Wesleyan University; M.S.L.S., Catholic University of America; Ph.D., Drexel University
- SCOTT McCLINTOCK (2007) *Assistant Professor of Mathematics*  
B.S., San Jose State University; M.S., M.A., Ph.D., University of Kentucky
- DOUGLAS McCONATHA (1988) *Chairperson, Department of Anthropology and Sociology; Professor of Sociology*  
B.S., University of Alabama; M.A., University of Atlanta; Ph.D., University of Utah; M.P.H., Yale University
- JASMIN T. McCONATHA (1990) *Professor of Psychology*  
B.A., University of Utah; M.S., Jacksonville State University; Ph.D., University of Georgia
- KELLIANNE McCOY (2007) *Assistant Professor of Athletics*  
B.A., Villanova University; M.Ed., Temple University; M.B.A., Drexel University LeBow College of Business
- VICKIE ANN McCOY (2007) *Assistant Professor of Counselor Education*  
B.A., M.S., M.A., Monmouth College; Ph.D., University of Southern Mississippi
- ANN McFARLAND (1999) *Associate Professor of Music Education*  
B.M., Susquehanna University; M.Mus., Ph.D., Temple University
- CHARLES H. McGEE (1987) *Chairperson, Department of Management; Associate Professor*  
B.A., University of California, Santa Barbara; M.A., University of Southern California; Ph.D., Northwestern University
- VICKI A. McGINLEY (1997) *Professor of Special Education*  
B.A., University of Pittsburgh; M.A., Ph.D., Temple University
- JAMES McLAUGHLIN (2005) *Assistant Professor of Mathematics*  
B.S., University of Ulster; M.S., Queen's University Belfast; Ph.D., University of Illinois
- RACHEL M. McMULLIN (2008) *Assistant Professor of Library Services*  
B.A., University of Iowa; M.A., Ph.D., University of Wisconsin-Madison; M.S.I.S., University at Albany, State University of New York
- RANDOLPH T. McVEY (1999) *Assistant Professor of Criminal Justice*  
B.S., Pennsylvania State University; M.A., Ph.D., Sam Houston State University
- JENNIFER W. MEANS (2004) *Associate Professor of Communicative Disorders*  
B.S., MA., West Chester University; S.L.P.D., Nova Southeastern University
- SHERI A. MELTON (1998) *Assistant Chairperson, Department of Kinesiology; Professor*  
B.A., Loyola University; M.Ed., University of New Orleans; Ph.D., Louisiana State University
- STACIE METZ (2006) *Assistant Professor of Health*  
B.A., Bloomsburg University; M.A., Towson University; M.P.H., M.S.W., Ph.D., Saint Louis University
- ELAINE R. MILITO (1981) *Assistant Chairperson, Department of Computer Science; Professor*  
B.S., State University of New York at Stony Brook; M.A., City University of New York, Queens College; Ph.D., Pennsylvania State University
- LISA MILLHOUS (1999) *Associate Professor of Communication Studies*  
B.A., Macalester College; M.A., Ph.D., University of Minnesota
- DUANE D. MILNE (1999) *Associate Professor of Political Science*  
B.A., College of William and Mary; Ph.D., University of Delaware
- GARRETT G. MOLHOLT (1987) *Professor of English*  
B.A., M.A., M.A., Ph.D., University of Wisconsin-Madison
- LYNN MONAHAN-COUCH (2000) *Instructor of Health*  
B.S., University of California, Berkeley; M.P.H., West Chester University
- CHERYL ANN MONTURO (2005) *Assistant Professor of Nursing*  
B.S.N., William Paterson University; M.S.N., Ph.D., University of Pennsylvania
- EDMUNDO MORALES (1989) *Professor of Sociology*  
B.A., Richmond College; M.A., New York University; Ph.D., City University of New York
- MICHAEL J. MORAN (1981) *Assistant Chairperson, Department of Chemistry; Professor*  
B.S., St. Joseph's College; Ph.D., University of Pennsylvania
- JOAN MARY MORGAN (2000) *Assistant Professor of Theatre and Dance*  
R.N., General Nursing Council for England and Wales; M.F.A., Brandeis University
- PAUL MORGAN (1999) *Associate Professor of Professional and Secondary Education*  
B.A., University of Illinois; Ph.D., Columbia University
- TANYA MORGAN (2000) *Associate Professor of Health*  
B.A., M.S., University of Arkansas; Ph.D., University of North Carolina
- CHRISTINE MORICONI (2007) *Assistant Professor of Nursing*  
B.S., Boston College; M.A., LaSalle University; M.S.N., Gwynedd-Mercy College; Ph.D., La Salle University
- KATHERINE MORRISON (2007) *Assistant Professor of Sports Medicine*  
B.S., West Chester University; M.S., James Madison University; Ph.D., University of Delaware
- ANNE-MARIE L. MOSCATELLI (1991) *Assistant Chairperson, Department of Languages and Cultures; Associate Professor*  
B.A., Fordham University; M.A., Ph.D., Bryn Mawr College
- JOSEPH G. MOSER (1966) *Associate Professor of Mathematics*  
B.S., Rose Polytechnic Institute; M.S., Purdue University
- MEGAN ANN MRAZ (2008) *Assistant Professor of Nursing*  
B.S.N., M.S.N., West Chester University
- CORRINE MURPHY (2006) *Assistant Professor of Special Education*  
B.A., M.A., Ph.D., Ohio State University
- ROGER W. MUSTALISH (1978) *Chairperson, Department of Health; Professor*  
A.B., University of Pennsylvania; M.S., Michigan State University; M.P.H., Ph.D., University of Minnesota
- KOSTAS MYRSIADES (1969) *Professor of English*  
B.A., University of Iowa; M.A., Ph.D., Indiana University
- LINDA S. MYRSIADES (1990) *Professor of English*  
B.A., Beaver College; M.A., Ph.D., Indiana University
- LARYSA NADOLNY (2008) *Assistant Professor of Professional and Secondary Education*  
B.S., Virginia Tech; M.A.T., Boston University; Ed.D., University of Delaware
- ALI NAGGAR (1977) *Professor of Accounting*  
B.Com., Cairo University; M.B.A., Long Island University; Ph.D., University of Oklahoma
- TAHANY NAGGAR (1977) *Professor of Economics and Finance*  
B.Com., Rigadh University; M.A., Long Island University; Ph.D., University of Oklahoma
- LARRY A. NELSON (1971) *Professor of Music Theory/Composition*  
B.Mus., University of Denver; M.Mus., Southern Illinois University; Ph.D., Michigan State University
- JANA L. NESTLERODE (1986) *Chairperson, Department of Criminal Justice; Professor*  
B.A., Pennsylvania State University; J.D., Widener University
- PATRICIA NEWLAND (2004) *Assistant Professor of Library Services*  
B.A., University of Maryland; M.S.L.S., Clarion University
- ANTHONY J. NICASTRO (1990) *Chairperson, Department of Physics; Professor*  
B.S., B.S., M.S., Ph.D., University of Delaware
- DARIA NIKITINA (2006) *Assistant Professor of Geology and Astronomy*  
M.S., Moscow State University; Ph.D., University of Delaware
- VIORIEL NITICA (2001) *Associate Professor of Mathematics*  
B.S., M.S., University of Bucharest; Ph.D., Pennsylvania State University
- ELIZABETH MAHN NOLLEN (1986) *Assistant Director, Honors College; Assistant Professor of English*  
B.A., Ohio University; M.A., Ph.D., Indiana University
- ISAAC B. NORRIS (1986) *Director, Professional Studies*  
B.S., West Chester University; M.A., University of Maryland
- KATHERINE NORRIS (2007) *Assistant Professor of Early and Middle Grades Education*  
B.S., West Chester University; M.S., Saint Joseph's University; Ed.D., Temple University
- PETER OEHLERS (2004) *Department of Accounting; Associate Professor*  
B.S., Rowan University; M.B.A., Drexel University; D.B.A., Louisiana Tech University
- JULIAN ONDERDONK (2001) *Associate Professor of Music History*  
B.A., Bowdoin College; M.A., Ph.D., New York University



- GWENELLE S. O'NEAL (1998) *Associate Professor of Graduate Social Work*  
B.A., Spelman College; M.S.W., New York University; D.S.W., Columbia University
- BRIAN F. O'NEILL (1998) *Associate Professor of Criminal Justice*  
B.A., University of Pittsburgh; M.S.W., Marywood College; Ph.D., City University of New York
- C. JACK ORR (1986) *Professor of Communication Studies*  
B.A., Messiah College; B.D., Eastern Baptist Theological Seminary; M.A., Northwestern University; Ph.D., Temple University
- JEFFREY L. OSGOOD, JR. (2009) *Assistant Professor of Political Science*  
B.S., Austin Peay State University; M.P.A., Western Kentucky University; Ph.D., University of Louisville
- MARGARET OTTLEY (2001) *Associate Professor of Kinesiology*  
B.A., Spelman College; M.Ed., Ph.D., New York University
- ONÉ R. PAGÁN (2005) *Assistant Professor of Biology*  
B.S., M.S., University of Puerto Rico
- RICHARD D. PARSONS (1990) *Professor of Counselor Education*  
B.A., Villanova University; M.A., Ph.D., Temple University
- SCOTT PARSELL (2009) *Associate Professor of Mathematics*  
B.S., Massachusetts Institute of Technology; M.S., Ph.D., University of Michigan
- MICHELLE PATRICK (2003) *Interim Associate Dean, College of Business and Public Affairs; Professor of Marketing*  
B.S.B.A., M.B.A., Youngstown State University; Ph.D., Kent State University
- FREDERICK R. PATTON (1981) *Assistant Chairperson, Department of Languages and Cultures; Professor*  
B.A., M.Ed., Temple University; M.A., Ph.D., University of Pennsylvania
- VICKY M. PATTON (2002) *Assistant Professor of Early and Middle Grades Education*  
B.A., M.A., University of Canterbury (New Zealand); Ph.D., Temple University
- MARTIN PATWELL (1994) *Director, OSSD; Chairperson, Department of Educational Development; Professor*  
B.A., Manhattan College; M.S., Marist College; Ed.D., Boston University
- PETER PAULSEN (1989) *Instructor of Applied Music*  
B.M., West Chester University
- REBECCA PAULY (1987) *Professor of Languages and Cultures*  
B.A., Smith College; M.A., University of California, Berkeley; D.M.L., Middlebury College
- MICHAEL V. PEARSON (1988) *Associate Professor of Communication Studies*  
B.A., Iona College; M.A., William Patterson College; Ph.D., Temple University
- MICHAEL A. PEICH (1968) *Professor of English*  
B.A., Wartburg College; M.A., University of Pennsylvania
- ROBERT A. PELOSO (1993) *Instructor of Computer Science*  
B.E.S., Johns Hopkins University; M.S., Carnegie Mellon University
- CHRISTIAN V. PENNY (2002) *Associate Professor of Professional and Secondary Education*  
B.S., Lock Haven University; M.Ed., East Stroudsburg University; Ph.D., Pennsylvania State University
- JULIE A. PERONE (1990) *Chairperson, Counseling and Psychological Services; Associate Professor*  
B.S., M.A., M.P.A., Ohio State University; Ph.D., University of Maryland
- DAVID PERRI (2005) *Assistant Professor of Management*  
B.A., College of the Holy Cross; M.A., Pennsylvania State University
- MERRY G. PERRY (2002) *Associate Professor of English*  
B.S., M.A., Ph.D., University of South Florida
- PATRICIA A. PFLIEGER (1988) *Assistant Professor of English*  
B.A., University of Missouri; M.A., Eastern Michigan University; Ph.D., University of Minnesota
- JASON PHILLIPS (1999) *Associate Professor of Marketing*  
B.S., Pennsylvania State University; M.B.A., Texas A&M University; Ph.D., Pennsylvania State University
- MATTHEW PIERLOTT (2006) *Assistant Professor of Philosophy*  
B.A., University of Scranton; Ph.D., Marquette University
- DENISE M. POLK (2005) *Assistant Professor of Communication Studies*  
B.A., Baldwin-Wallace College; M.A., Miami University; Ph.D., Kent State University
- JOAN POLKA (1990) *Assistant Professor of Counseling and Psychological Services*  
B.A., Holy Family College; M.A., West Chester University
- EDWARD I. POLLAK (1977) *Professor of Psychology*  
B.A., State University of New York at Binghamton; M.A., Ph.D., University of Connecticut
- CHERISE POLLARD (1999) *Associate Professor of English*  
B.A., Rutgers - The State University; M.A., Ph.D., University of Pittsburgh
- YURY POLSKY (1989) *Professor of Political Science*  
B.A., M.A., University of Moscow; Ph.D., University of Michigan
- RUTH PORRITT (1991) *Professor of Philosophy*  
B.A., John Carroll University; Ph.D., Purdue University
- JACK PORTER (1968) *Professor of Psychology*  
B.S., M.Ed., Ed.D., Temple University
- LOUIS H. PORTER (1974) *Professor of Psychology*  
B.A., Ohio University; M.A., Ph.D., Howard University
- PATRICIA POWELL (2003) *Assistant Professor of Applied Music*  
B.M., University of Florida; M.A., Oxford University; M.M., University of Southern California
- CATHERINE M. PRUDHOE (1992) *Professor of Early and Middle Grades Education*  
B.S., M.S., Pennsylvania State University; Ph.D., University of Delaware
- MAME PURCE (2006) *Assistant Professor of Library Services*  
B.S., Nazareth College of Rochester; M.L.S., Long Island University
- MARIA PURCIELLO (2006) *Assistant Professor of Music History*  
B.A., Holy Cross; M.F.A., Ph.D., Princeton University
- DENIS RAIHALL (1999) *Assistant Professor of Economics and Finance*  
B.A., Bethany College; M.B.A., University of Pittsburgh; Ph.D., Pennsylvania State University
- GEETHA RAMANATHAN (1987) *Professor of English*  
M.A., University of Bombay; A.M., University of Illinois; Ph.D., University of Illinois at Urbana-Champaign
- TIMOTHY RAY (2003) *Associate Professor of English*  
B.A., M.A., University of Central Oklahoma; Ph.D., Bowling Green State University
- JOHN T. REDINGTON (1992) *Associate Professor of Marketing*  
B.S., M.B.A., Temple University; Ph.D., Pennsylvania State University
- KIMBERLEY REIGHLEY (2005) *Assistant Professor of Applied Music*  
B.M., M.M., D.M.A., Temple University
- MARTIN S. REMLAND (1991) *Professor of Communication Studies*  
B.A., Western Illinois University; M.A., Central Michigan University; Ph.D., Southern Illinois University
- JOEL M. RESSNER (1984) *Associate Professor of Chemistry*  
B.S., Lehigh University; M.Sc., University of Sussex; Ph.D., Lehigh University
- AWILDA REYES (2005) *Assistant Professor of Library Services*  
B.A., M.A., M.L.S., University of Puerto Rico
- CASSANDRA REYES (2009) *Assistant Professor of Criminal Justice*  
B.A., M.A., Ph.D., Indiana University of Pennsylvania
- RANDALL H. RIEGER (2000) *Professor of Mathematics*  
B.A., Bowdoin College; M.S., Ph.D., University of North Carolina
- LORETTA RIESER-DANNER (1997) *Interim Chairperson, Department of Psychology; Associate Professor*  
B.S., Pennsylvania State University; Ph.D., University of Texas at Austin
- GREGORY E. RILEY (2002) *Associate Professor of Applied Music*  
B.S., University of Alabama; M.M., University of Missouri - Kansas City; D.M.A., University of Southern California
- MARK T. RIMPLE (2000) *Chairperson, Department of Music Theory/Composition; Associate Professor*  
B.Mus., University of the Arts; M.Mus., D.M.A., Temple University
- JOHN P. ROSSO (1998) *Instructor of Languages and Cultures*  
B.A., Haverford College; M.A., University of Pennsylvania
- PAUL F. ROTENBERRY (2005) *Assistant Professor of Management*  
B.A., Widener University; M.A., Ph.D., University of Akron
- HARVEY ROVINE (1992) *Chairperson, Department of Theatre and Dance; Professor*  
B.S., Towson State University; M.A., University of Central Florida; Ph.D., University of Illinois



ALEXANDER ROZIN (2002) *Associate Professor of Music Theory/Composition*  
B.A., University of California, Berkeley; Ph.D., University of Pennsylvania

LISA C. RUCHTI (2007) *Assistant Professor of Sociology and Women's Studies*  
B.A., Bowling Green State University; M.A., University of Cincinnati; Ph.D., University of Pittsburgh

NANCY J. RUMFIELD (1986) *Associate Professor of Art*  
B.F.A., Moore College of Art; M.S., West Chester University; Ph.D., Nova Southeastern University

ELBERT M. SADDLER (1985) *Associate Professor of Counseling and Psychological Services*  
A.B., Rutgers - The State University; M.Ed., Ph.D., Temple University

MICHEL H. SAGE (1994) *Associate Professor of Languages and Cultures*  
M.A., San Diego University; Ph.D., University of California, Berkeley

ANA C. SÁNCHEZ (1996) *Instructor of Languages and Cultures*  
B.A., M.A., National University of Costa Rica (Costa Rica); M.A., West Chester University

DONNA R. SANDERSON (2001) *Associate Professor of Early and Middle Grades Education*  
B.S., James Madison University; M.S., Widener University; Ed.D., University of Pennsylvania

BHIM SANDHU (1978) *Associate Professor of Political Science*  
B.A., Punjab University (India); M.A., University of Texas; Ph.D., University of Missouri

GOPAL SANKARAN (1989) *Professor of Health*  
B.S., M.B., Maulanaazad Medical College (India); M.D., All India Institute of Medical Sciences; M.P.H., Dr.P.H., University of California, Berkeley

DIANE SANTORI (2008) *Assistant Professor of Literacy*  
B.S., Temple, M.S., St. Joseph's University; Ed.D., University of Pennsylvania

ISRAEL SANZ-SANCHEZ (2009) *Assistant Professor of Languages and Cultures*  
B.A., University of Valladolid, Spain; M.A., San Diego State University; Ph.D., University of California, Berkeley

ANDREW SARGENT (2007) *Assistant Professor of English*  
B.A., Princeton University; M.A., Ph.D., University of California, Los Angeles

KANAN SAWYER (2004) *Assistant Professor of Communication Studies*  
B.S., California Polytechnic State University; M.A., University of Washington; Ph.D., University of Texas

RANDALL SCARLATA (2003) *Assistant Professor of Applied Music*  
B.M., Rochester University, Eastman School of Music; M.M., The Juilliard School

JUDITH A. SCHEFFLER (1985) *Professor of English*  
A.B., Muhlenburg College; M.A., Purdue University; M.A., Ph.D., University of Pennsylvania

ROBERTA L. SCHINI (2001) *Assistant Professor of Economics and Finance*  
B.S., Virginia Commonwealth University; M.A., Ph.D., University of Pennsylvania

CHERYL SCHLAMB (2006) *Assistant Professor of Nursing*  
B.S.N., University of Pittsburgh; M.S.N., University of Pennsylvania

STACEY SCHLAU (1985) *Professor of Languages and Cultures*  
B.A., M.A., Queens College; Ph.D., City University of New York

FRAUKE I. SCHNELL (1992) *Professor of Political Science*  
B.A., University of Tuebingen (Germany); M.A., Ph.D., State University of New York at Stony Brook

HELEN SCHROEPFER (2005) *Assistant Professor of Philosophy*  
B.A., College of St. Benedict/St. John's University; M.A., St. Mary's Seminar and University; Ph.D., Temple University

HEATHER SCHUGAR (2008) *Assistant Professor of Literacy*  
B.S., M.Ed., Ph.D., University of Maryland

CAROLYN SEALFON (2006) *Assistant Professor of Physics*  
B.A., Cornell University; Ph.D., University of Pennsylvania

RANI G. SELVANATHAN (1986) *Associate Professor of Management*  
B.S., M.S., Ph.D., University of Delhi (India); Ph.D., University of Paris

GUS V. SERMAS (1971) *Professor of Art*  
B.A., Baylor University; B.F.A., B.S., University of Texas; M.F.A., University of Wisconsin

HEATHER SHARPE (2008) *Assistant Professor of Art*  
B.A., California State University; M.A., Ph.D., Indiana University

MAURA J. SHEEHAN (1980) *Professor of Health*  
B.S., Lowell Technological Institute; M.S., University of Lowell; Sc.D., University of Pittsburgh

ELEANOR F. SHEVLIN (2001) *Associate Professor of English*  
A.B., Georgetown University; M.A., Ph.D., University of Maryland

GEETA SHIVDE (2005) *Assistant Professor of Psychology*  
B.A., Oberlin College; M.S., Ph.D., University of Oregon

CHARLES V. SHORTEN (1989) *Professor of Health*  
B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., Clemson University

DAVID I. SIEGEL (1990) *Professor of Social Work*  
B.A., Brooklyn College; M.S.W., University of Michigan; D.S.W., Columbia University

ADAM B. SILVERMAN (2008) *Assistant Professor of Music Theory and Composition*  
B.M., University of Miami; M.M., M.M.A., D.M.A., Yale University

FRANCES A. SLOSTAD (1996) *Associate Professor of Early and Middle Grades Education*  
B.S., West Chester University; M.A., Villanova University; Ed.D., Immaculata College

LESLIE B. SLUSHER (1991) *Professor of Biology*  
B.S., North Carolina State University; Ph.D., Pennsylvania State University

ARTHUR R. SMITH (1984) *Associate Professor of Geology and Astronomy*  
A.B., M.S., Ed.D., University of Pennsylvania

CAROL A. SMITH (2008) *Assistant Professor of Literacy*  
B.A., Rowan College of New Jersey; M.Ed., Ed.D., Widener University

LUANNE SMITH (1989) *Associate Professor of English*  
B.A., University of Kentucky; M.A., Murray State University; M.F.A., Pennsylvania State University

PAUL K. SMITH (1985) *Associate Professor of Kinesiology*  
B.S., M.S., Florida State University; Ph.D., Southern Illinois University

ROBERTA SNOW (1989) *Professor of Management*  
B.A., M.A., Syracuse University; Ph.D., University of Pennsylvania

MATTHEW SNYDER (2007) *Assistant Professor of Counselor Education*  
B.S., Pennsylvania State University; M.A., Arcadia University; Ph.D., University of Connecticut

JEFFREY SOMMERS (2008) *Assistant Professor of English*  
B.A., University of Pennsylvania; M.A., Ph.D., New York University

CAROLYN SORISIO (1999) *Associate Professor of English*  
B.A., Pennsylvania State University; M.A., Ph.D., Temple University

RALPH SORRENTINO (2004) *Assistant Professor of Applied Music*  
B.M., B.S., West Chester University; M.M., Temple University

ALICE J. SPEH (1989) *Director, Liberal Studies Program; Associate Professor of Languages and Cultures*  
A.B., Brown University; M.A., Ph.D., Bryn Mawr College

DAVID A. SPRENKLE (1987) *Professor of Applied Music*  
B.S., M.M., West Chester University; D.M.A., University of Maryland

ELIZABETH LEEANN SROGI (1991) *Professor of Geology and Astronomy*  
B.S., Yale University; Ph.D., University of Pennsylvania

SUSAN STABLER-HAAS (2002) *Assistant Professor of Nursing*  
B.S.N., M.S.N., Villanova University

CHRIS STANGL (2006) *Assistant Professor of Political Science*  
B.S., Drake University; M.A., Ph.D., University of Wisconsin-Madison

TIMOTHY K. STARN (1996) *Associate Professor of Chemistry*  
B.S., Ph.D., Indiana University

DAVID J. STEARNE (2005) *Assistant Professor of Kinesiology*  
B.A., Rowan University; M.S., University of Florida; Ph.D., Temple University

ELIZABETH STARUCH (2007) *Assistant Professor of Theatre and Dance*  
B.A., B.A., College of Wooster; M.F.A., University of North Carolina-Greensboro

VAN STIEFEL (2006) *Assistant Professor of the Music Theory and Composition*  
B.A., Yale College; M.M., Yale School of Music; Ph.D., Princeton University

W. CRAIG STEVENS (1992) *Assistant Chairperson, Department of Kinesiology; Associate Professor*  
B.A., Johns Hopkins University; M.S., Springfield College; Ph.D., Temple University

LINDA S. STEVENSON (2002) *Associate Professor of Political Science*  
B.A., College of Wooster; M.A., Ph.D., University of Pittsburgh



- PAUL STOLLER (1980) *Professor of Sociology*  
B.A., University of Pittsburgh; M.S., Georgetown University; Ph.D., University of Texas at Austin
- ANN COGHLAN STOWE (1984) *Assistant Chairperson, Department of Nursing; Associate Professor*  
B.S.N., M.S.N., University of Pennsylvania; Diploma in Nursing, Thomas Jefferson University; Ph.D. Widener University
- GRETCHEN STUHLIEN-WEBB (1999) *Associate Professor of Dance*  
B.F.A., Ohio State University; M.F.A., Temple University
- TARA C. STRINGER (2008) *Assistant Professor of Special Education*  
B.S., M.A., Ph.D., Northwestern University
- ROSEMARY SULLIVAN (2008) *Assistant Professor of Mathematics*  
B.S., Pennsylvania State University; M.S., Ph.D. Lehigh University
- ROBERT J. SZABO (1974) *Assistant Chairperson, Department of Literacy; Associate Professor*  
B.S., Kutztown University; M.Ed., Ed.D., Lehigh University
- JEFFREY SUDOL (2007) *Assistant Professor of Physics*  
B.A., Macalester College; Ph.D., University of Wyoming
- WACLAW SZYMANSKI (1985) *Professor of Mathematics*  
M.A., Jagiellonian University (Poland); Ph.D., D.Sc., Polish Academy of Sciences
- LIN TAN (1989) *Professor of Mathematics*  
B.S., M.A., Zhejiang University; M.S., Ph.D., University of California, Los Angeles
- CHRISTOPHER J. TEUTSCH (1989) *Associate Professor of English*  
M.A., Jagiellonian University (Poland); Ph.D., University of Wisconsin-Milwaukee
- LaTONYA THAMES-TAYLOR (2001) *Assistant Chairperson, Department of History; Associate Professor*  
B.A., Tougaloo College; M.A., Ph.D., University of Mississippi
- CHRISTINE THOMAS (1999) *Associate Professor of Nursing*  
B.S.N., Allentown College of St. Francis; M.S.N., Indiana University of Pennsylvania; D.N.S., Widener University
- WESLEY W. THOMAS (1979) *Professor of Management*  
B.S., University of Maine; M.S., West Chester University; Ph.D., University of Cincinnati
- PHILIP A. THOMPSEN (1997) *Associate Professor of Communication Studies*  
B.S., Northern Arizona University; M.S., University of Southwestern Louisiana; Ph.D., University of Utah
- BRENT WESLEY THOMPSON (2001) *Associate Professor of Nursing*  
B.S.N., M.S., University of Delaware; D.N.Sc., Widener University
- ROBERT J. THORNTON (2008) *Assistant Professor of Physics*  
B.S., Lehigh University; Ph.D., University of Hawaii
- HARRY TIEBOUT III (1992) *Professor of Biology*  
B.A., University of Illinois; Ph.D., University of Florida
- VICTORIA TISCHIO (1998) *Associate Professor of English*  
B.S., M.A., Southern Connecticut State University; Ph.D., State University of New York at Albany
- THOMAS W. TOLIN (1992) *Assistant Professor of Economics and Finance*  
B.A., University of Southwestern Louisiana; Ph.D., University of Houston
- SANDRA M. TOMKOWICZ (1993) *Director, Pre-Law Program; Associate Professor of Marketing (Legal Studies)*  
B.S., La Salle University; J.D., University of Pennsylvania
- JOHN R. TOWNSEND (1998) *Professor of Chemistry*  
B.A., University of Delaware; M.S., Ph.D., Cornell University
- THOMAS H. TOWNSEND (1999) *Instructor of Computer Science*  
B.A., Oberlin College; M.Sc., West Chester University; M.Sc., Ph.D., Purdue University
- THOMAS TREADWELL (1968) *Professor of Psychology*  
B.A., Morris Harvey College; M.S., University of Bridgeport; Moreno Institute, New York (Certified Psychodramatist, T.E.P.); Ed.D., Temple University
- MONICA ZIMMERMAN TREICHEL (2008) *Associate Professor in Management*  
B.S., Messiah College; M.B.A., Pennsylvania State University; Ph.D., Temple University
- C. JAMES TROTMAN (1979) *Professor of English*  
B.A., M.Ed., Pennsylvania State University; Ed.D., Columbia University
- MICHELLE L. TUCKER (1988) *Assistant Professor of Nursing*  
B.S., Michigan State University; M.S.N., University of Michigan
- GREGORY TURNER (2004) *Associate Professor of Biology*  
B.S., Virginia Commonwealth University; M.A., Hunter College; M.Ed., Columbia University; Ph.D., Fordham University
- DONNA L. USHER (1991) *Associate Professor of Art*  
B.F.A., B.S., Moore College of Art; M.F.A., University of Delaware
- KARYN M. USHER (2005) *Assistant Professor of Chemistry*  
A.S., St. John's College (Belize); B.S., Ph.D., Florida State University
- MARIA VAN LIEW (1998) *Associate Professor of Languages and Cultures*  
B.A., Clark University; Ph.D., University of California, San Diego
- KAREN M. VANLANDINGHAM (2005) *Assistant Professor of Geology and Astronomy*  
B.S., New Mexico Institute of Mining and Technology; Ph.D., Arizona State University
- SALLY VAN ORDEN (2006) *Assistant Professor of Art*  
B.B.A., Texas A&M University; M.F.A. Texas Tech University
- ANDREA VARRICCHIO (1986) *Professor of Languages and Cultures*  
B.A., Chestnut Hill College; M.A., Middlebury College; Ph.D., Temple University
- CLAIRE VERDEN (2006) *Assistant Professor of Special Education*  
B.S., West Chester University; M.Ed. Temple University; Ed.D., Arcadia University
- CARLA LEE VERDERAME (1998) *Professor of English*  
A.B., Smith College; M.A.T., Brown University; Ph.D., University of Michigan
- KARIN A.E. VOLKWEIN (1992) *Professor of Kinesiology*  
Staatsexamen, University of Marburg (Germany); Ph.D., University of Tennessee
- RICHARD W. VOSS (1996) *Professor of Social Work*  
B.A., St. Fidelis College; M.S.W., Fordham University; D.P.C., Loyola College
- RUSSELL H. VREELAND (1989) *Professor of Biology*  
B.S., M.S., Rutgers - The State University; Ph.D., University of Nebraska
- JACK WABER (1976) *Chairperson, Department of Biology; Professor*  
B.A., Hope College (Mich.); Ph.D., University of Hawaii
- MATTHEW M. WAITE (2001) *Associate Professor of Physics*  
B.A., Gettysburg College; Ph.D., University of Delaware
- KUHIO WALTERS (2008) *Assistant Professor of English*  
B.A., M.A., California State University, Fresno; Ph.D., University of New Hampshire
- SANDRA WALZ (1997) *Associate Professor of Health*  
B.S., M.S., North Dakota State University; Ph.D., Kansas State University
- DONNA WANDRY (1999) *Chairperson, Department of Special Education; Associate Professor*  
B.S., University of Wisconsin - Eau Claire; M.Ed., University of Utah; Ph.D., University of Florida
- CHERYL L. WANKO (1993) *Professor of English*  
B.A., New York University; M.A., Ph.D., Pennsylvania State University
- PATRICIA SWASEY WASHINGTON (2009) *Assistant Professor of Communicative Disorders*  
B.A., Rutgers University - Douglass College; M.A., William Paterson University; Ph.D., Temple University
- MICHAEL S. WEISS (1978) *Chairperson, Department of Communicative Disorders; Professor*  
B.A., Long Island University; M.S., Ph.D., Purdue University
- JOAN M. WELCH (1990) *Chairperson, Department of Geography and Planning; Professor*  
B.A., St. Cloud State University; M.A., Ph.D., Boston University
- LESLEY A. WELSH (1991) *Professor of Professional and Secondary Education*  
B.A., Eastern Connecticut State University; M.A., Ph.D., University of Connecticut
- HEATHER WHOLEY (2005) *Associate Professor of Anthropology*  
B.A., State University of New York at Albany; M.A., Ph.D., Catholic University of America
- CHRISTINE WILLIAMS (2009) *Assistant Professor of Health*  
B.S., M.S., University of Delaware; Ph.D., Middle Tennessee State University
- DIAN WILLIAMS (2004) *Associate Professor of Criminal Justice*  
R.N., Polyclinic Hospital School of Nursing; B.A., Antioch College; M.S., West Chester University; Ph.D., Walden University



JEROME M. WILLIAMS (1985) *Chairperson, Department of Languages and Cultures; Professor* B.A., Haverford College; M.A., M.Phil., Ph.D., Yale University

JOHN G. WILLIAMS (1992) *Associate Professor of Kinesiology* B.Ed., University of Nottingham, U.K.; M.Ed., University of Bath, U.K.; Ph.D., University of London, U.K.

MARY M. WILLIAMS (1995) *Instructor of Kinesiology* M.A., University of London

YORK WILLIAMS (2009) *Assistant Professor of Special Education* B.A., North Carolina Central University; M.A., West Chester University; M.Ed., Ph.D., Temple University

THOMAS WINTERS (1988) *Assistant Professor of Music History and Literature* B.A., Bucknell University; M.A., Ph.D., University of Pennsylvania

SALLY A. WINTERTON (2001) *Associate Professor of Early and Middle Grades Education* B.A., Immaculata College; M.Ed., West Chester University; D.Ed., University of Pennsylvania

C. GIL WISWALL (1985) *Special Assistant to the Provost; Professor of Geology and Astronomy* B.A., Colgate University; M.S., Ph.D., University of Montana

PAUL WOLFSON (1978) *Professor of Mathematics* A.B., Columbia University; M.S., Ph.D., University of Chicago

JOAN WOOLFREY (2000) *Chairperson, Department of Philosophy; Associate Professor* B.S., North Dakota State University; M.A., The New School for Social Research; Ph.D., University of Oregon

JULIET WUNSCH (2000) *Associate Professor of Theatre* B.A., Wesleyan University; M.F.A., Carnegie Mellon University

RICHARD W. WYATT (1989) *Associate Professor of Computer Science* B.A., B.S., M.A., University of Melbourne; Ph.D., University of California, Berkeley; M.Sc., State University of New York at Buffalo

JANE A. WYSS (1990) *Assistant Chairperson, Department of Applied Music; Professor* B.M., M.M., D.M.A., University of Texas at Austin

CHEER-SUN D. YANG (2000) *Associate Professor of Computer Science* B.S., M.B.A., Tamkang University; M.S., Kansas State University; Ph.D., University of Delaware

K. HYOEJIN YOON (2002) *Associate Professor of English* B.S., B.A., M.A., Virginia Polytechnic Institute and State University; Ph.D., University of Albany, State University of New York

STEFANI YORGES (1996) *Assistant Chairperson, Department of Psychology; Professor* B.A., Hastings College; M.S., Ph.D., Purdue University

ANDREW YOZVIAK (2009) *Assistant Professor of Applied Music* B.S., West Chester University; M.M., Indiana University, Bloomington; D.M.A., Rutgers University

JACQUELINE ZALEWSKI (2007) *Assistant Professor of Sociology* B.A., University of Wisconsin-Parkside; M.A., Ph.D., Loyola University Chicago

NAIJIAN ZHANG (1999) *Chairperson, Department of Counselor Education; Professor* B.A., Xi'an Foreign Languages Institute (China); M.A., M.A., Bowling Green University; Ph.D., Ball State University

LEI ZHU (2006) *Assistant Professor of Economics and Finance* B.E., M.S., Hohai University; Ph.D. Drexel University

XIAOWEI ZHU (2006) *Assistant Professor of Management* B.S., Beijing Union University; M.A., University of Iowa; Ph.D., University of Wisconsin-Milwaukee

PETER ZIMMER (2000) *Assistant Professor of Mathematics* B.S., M.S., University of Wisconsin; Ph.D., University of Kansas

STEPHEN J. ZIMNISKI (2006) *Director, Pre-Medical and Pharmaceutical Product Development Programs* B.S., University of Maine - Orono; M.A., University of Missouri; Ph.D., Boston University

LYNN ZUBERNIS (2007) *Assistant Professor of Counselor Education* B.A., Rosemont College; M.A., Ph.D., Bryn Mawr College

## Adjunct Faculty

AGNES BARROE-BONNIE *Department of Mathematics* M.D., University of Ghana; Ph.D., Johns Hopkins University

ARTHUR R. BARTOLOZZI *Department of Sports Medicine* A.B., Brown University; M.D., University of California, San Diego

LEAH BECK *Department of Biology* B.S., University of Delaware; M.P.H., Thomas Jefferson University

JEAN BUCHENHORST *Department of Biology* B.S., University of Delaware; M.S., Medical College of Pennsylvania, Hahnemann University

DAVID K. COHOON *Department of Mathematics* B.S., Massachusetts Institute of Technology; M.S., Ph.D., Purdue University; David Ross Research Associateship at Institut Henri Poincare

JOSEPH M. DIBUSOLO *Pharmaceutical Product Development Program* B.S., West Chester University; M.S., Ph.D., Drexel University

MARC DUEY *Pharmaceutical Product Development Program* B.S., M.S., University of Ottawa; M.B.A., University of Western Ontario

DEBORAH A. EARLY *Pharmaceutical Product Development Program* B.Sc., M.Med.Sc., University of Natal; Ph.D., University of East London

GAIL M. FELLOWS *Department of Health* B.S., University of Arizona; M.S., West Chester University

JAMES H. GEDDES *Pharmaceutical Product Development Program* B.A., University of Denver; M.A., University of Northern Colorado

DALE A. HARTUPEE *Pharmaceutical Product Development Program* B.S., University of California; Ph.D., University of California, Davis

GERARD HERTEL *Department of Biology* B.S., University of Montana; Master of Forestry, Duke University; Ph.D., University of Wisconsin-Madison

MICHAEL HUSSON *Department of Biology* B.A., Harvard College; M.A., Phillips Academy; M.D., Boston University

ZDENKA L. JONAK *Department of Biology* B.S., Charles University; M.S., Ph.D., Yale University

BRIAN KELLAR, *Department of Health* A.S., West Chester University; B.A., M.S., Eastern University

WILLIAM D. KINGBURY *Pharmaceutical Product Development Program* B.A. State University of New York at Buffalo; Ph.D., Wayne State University

BERNARD McCABE *Department of Mathematics* B.A., Manhattan College; M.S., Ph.D., Catholic University

ERIC MURRAY *Department of Health* A.S., Community College of Philadelphia; B.A., M.Ed., Holy Family University

WILLIAM K. NATALE *Department of Biology* A.B., Oberlin College; M.D., University of Pittsburgh

JUDY MAE C. PASCASIO *Department of Biology* B.S., M.D., University of the Philippines

RONALD J. PEKALA *Department of Psychology* B.S., Pennsylvania State University; Ph.D., Michigan State University

HOWARD L. RUSSELL *Department of Biology* B.A., Boston University; V.M.D., University of Pennsylvania; M.P.H., Tulane University

JAMES SALYERS *Department of Health* A.S., Delaware County Community College; B.S., Widener University

RICHARD D. VANDELL *Department of Biology* B.S., University of Vermont; M.S., University of Pennsylvania

JACK CARLTON WHITE *Department of Biology* B.S., M.D., University of Vermont; Diplomate, American Board of Surgery



## Emeriti

LOIS W. ALT, *Vocal and Choral Music*

SHIRLEY P. ALIFERIS, *Applied Music*

†ALEXANDER ANTONOWICH, *Music Education*

†ELEANOR ASHKENAZ, *Chemistry*

†DOROTHY D. BAILEY, *English*

MARSHALL J. BECKER, *Anthropology and Sociology*

†HAROLD W. BENDA, *Dean of Education*

HELEN BERGER, *Anthropology/Sociology*

†BERNICE BERNATZ, *Dean of Women*

ROBERT BERNHARDT, *Biology*

F. ROBERT BIELSKI, *Geography and Planning*

WALTER R. BLAIR, *Educational Services*

†JAMES A. BINNEY, *English*

†MARY M. BLISS, *Biology*

RICHARD BRANTON, *Mathematics*

JUSTO B. BRAVO, *Chemistry*

WALTER E. BUECHELE, JR., *Counselor, Secondary, and Professional Education*

H. JAMES BURGWIN, *History*

MARY ANNE BURNS-DUFFY, *Government Documents*

ROBERT E. CARLSON, *History*

†PAUL E. CARSON, *Music*

DIANE O. CASAGRANDE, *Communication Studies*

CONRAD E. CHALICK, *Counseling*

NONA E. CHERN, *Childhood Studies and Reading*

K. ELEANOR CHRISTENSEN, *Childhood Studies and Reading*

CARMELA L. CINQUINA, *Biology*

MARY E. CLEARY, *Education*

GEORGE CLAGHORN, *Philosophy*

†JOHN W. CLOKEY, *Dean of Arts and Letters*

BARBARA J. COATES, *Physical Education*

BERNARD B. COHEN, *Psychology*

†FAYE A. COLLICOTT, *Librarian*

GERALDINE C. CONBEER, *Librarian*

STELLA CONAWAY, *Vocal and Choral Music*

EDWIN B. COTTRELL, *Health and Physical Education*

†GEORGE R. CRESSMAN, *Education*

GEORGANN CULLEN, *Biology*

†KATHERINE M. DENWORTH, *Education*

PHILLIP DONLEY, *Health and Physical Education*

RAYMOND A. DOYLE, *History*

MARC L. DURAND, *Chemistry*

ANNE O. DZAMBA, *History*

†MARK M. EVANS, *Director of Student Teaching*

JAMES FALCONE, *Chemistry*

†MARION FARNHAM, *Art*

†RUTH FELDMAN, *Psychology*

ALBERT E. FILANO, *Vice President for Academic Affairs and Mathematical Sciences*

JUDITH FINKEL, *Early Childhood and Special Education*

†BYRON Y. FLECK, *Dean of Social Sciences*

†THOMAS J. FRANCELLE, *Criminal Justice*

HOWARD FREEMAN, *Counseling*

JOHN FURLOW, *Physical Education*

CHARLES GANGEMI, *Keyboard Music*

CHARLOTTE M. GOOD, *Education*

ANDREW GOUDY, *Chemistry*

†ROBERT B. GORDON, *Sciences*

†ANNE M. GOSHEN, *Psychology*

†MIRIAM S. GOTTLIEB, *Music*

ROBERT GREENE, *Foreign Languages*

SEYMOUR S. GREENBERG, *Geology*

†THELMA J. GREENWOOD, *Biology*

MADELYN GUTWIRTH, *Foreign Languages*

†SAUNDRA M. HALL, *Theatre Arts*

JOAN HASSELQUIST, *Childhood Studies and Reading*

†JACK GARDNER HAWTHORNE, *Art*

†CHARLES W. HEATHCOTE, *Social Sciences*

†THOMAS J. HEIM, *Social Sciences*

FRANK Q. HELMS, *Library*

WALTER J. HIPPLE, *Philosophy*

†PHILIP P. HOGGARD, *Education*

PATRICIA CARLEY JOHNSON, *History*

PAMELA JUDSON-RHODES (HEMPHILL), *Art*

†CAROLYN B. KEEFE, *Communication Studies*

†MARY KEETZ, *Literacy*

NELSON KEITH, *Sociology*

JAMES KELLEHER, *English*

†W. GLENN KILLINGER, *Dean of Men*

†CHARLOTTE E. KING, *Childhood Studies and Reading*

EUGENE KLEIN, *Applied Music*

SHARON KLETZIEN, *Literacy*

MARY L. KLINE, *Nursing*

DENNIS R. KLINZING, *Communication Studies*

†CARRIE C. KULP, *Education*

†GEORGE LANGDON, *Geography and Planning*

KENNETH LAUDERMILCH, *Applied Music*

†MURIEL LEACH, *Health and Physical Education*

JAMES E. L'HEUREUX, *Mathematics*

†MELVIN M. LORBACK, *Physical Education*

MARY ANN MAGGITTI, *Education*

SANDRA F. MATHER, *Geology and Astronomy*

GEORGE MAXIM, *Elementary Education*

†GRACE D. MCCARTHY, *English*

LYNETTE F. MCGRATH, *English*

JAMES MCVOY, *Music Theory and Composition*

†EMIL H. MESSIKOMER, *Dean*

JAMES S. MILNE, *Political Science*

†LLOYD C. MITCHELL, *Dean of Music*

WILLIAM M. MOREHOUSE, *Theatre Arts*

SHIRLEY A. MUNGER, *Music*

STERLING MURRAY, *Music History*

†DOROTHY R. NOWACK, *Health*

†BERNARD S. OLDSEY, *English*

WILLIAM R. OVERLEASE, *Biology*

JACK A. OWENS, *Health and Physical Education*

PRAXITELES PANDEL, *Music*

RUTH PETKOFISKY, *Childhood Studies and Reading*

THOMAS PLATT, *Philosophy*

CHARLES PRICE, *Music History*

CAROL RADICH, *Elementary Education*

†DOROTHY RAMSEY, *English*

GEORGE F. REED, *Geology and Astronomy*

N. RUTH REED, *Health*

ARLENE RENGERT, *Geography and Planning*

RUSSELL K. RICKERT, *Physics and Dean of Sciences and Mathematics*

WALTER NATHANIEL RIDLEY, *Education*

ALFRED D. ROBERTS, *Foreign Languages*

RONALD F. ROMIG, *Biology*

†B. PAUL ROSS, *Education*

PHILIP B. RUDNICK, *Chemistry*

†HELEN RUSSELL, *Library Science*

C. RUTH SABOL, *English*

GLENN W. SAMUELSON, *Anthropology and Sociology*

HAROLD R. SANDS, *Psychology*

HARRY SCHALK, *History*

†GERTRUDE K. SCHMIDT, *Music*

LEIGH SHAFFER, *Anthropology/Sociology*

JOHN SHEA, *Political Science*

†JANE E. SHEPPARD, *Vocal and Choral Music*

†IRENE G. SHUR, *History*

†CAROLYN G. SIMMENDINGER, *Art*

W. CLYDE SKILLEN, *Biology*

†KENNETH C. SLAGLE, *Dean of Arts and Sciences*

SUSAN C. SLANINKA, *Nursing*

PHILIP D. SMITH, JR., *Foreign Languages*

NORBERT C. SOLDON, *History*

H. LEE SOUTHALL, *Applied Music*

†CHARLES A. SPRENKLE, *Dean of Music*

RUTH S. STANLEY, *Mathematical Sciences*

JOSEPH A. STIGORA, *Communicative Disorders*

PAUL STREVELER, *Philosophy*

FREDERICK STRUCKMEYER, *Philosophy*

R. GODFREY STUDENMUND, *Education*



†RUSSELL L. STURZEBECKER, *Dean of Health and Physical Education*

JANE B. SWAN, *History*

ROY D. SWEET, *Vocal and Choral Music*

†EARL F. SYKES, *President*

ELINOR Z. TAYLOR, *Physical Education and Dean of Administration*

†JOSEPH M. THORSON, *Business Administration*

†WILLARD J. TREZISE, *Biology*

JOHN J. TURNER, JR., *History*

†EDWARD T. TWARDOWSKI, *Health and Physical Education*

†S. ELIZABETH TYSON, *English*

JOY VANDEVER, *Music Education*

†EARLE C. WATERS, *Health and Physical Education*

JOHN W. WEAVER, *Computer Science*

RICHARD WEBSTER, *History*

RUTH I. WEIDNER, *Art*

SOL WEISS, *Mathematical Sciences*

THEODORA L. WEST, *English*

BENJAMIN WHITTEN, *Keyboard Music*

ARDIS M. WILLIAMS, *Chemistry*

LOIS M. WILLIAMS, *Music*

HARRY WILKINSON, *Music*

LLOYD C. WILKINSON, *Physical Education*

†JOSEPHINE E. WILSON, *English*

RICHARD WOODRUFF, *Biology*

JAMES J. WRIGHT, *Music Theory and Composition*

EDWIN L. YOUMANS, *Dean of Health and Physical Education*

†ROBERT J. YOUNG, *History*

CARLOS R. ZIEGLER, *Childhood Studies and Reading*

†EDWARD ZIMMER, *Music*

CORNELIA ZIMMERMAN, *Childhood Studies and Reading*

†Deceased

## Honorary Degrees

1984

ANDREW WYETH, *Doctor of Humane Letters*

1993

EMILIE KESSEL ASPLUNDH, *Doctor of Public Service*

CONSTANCE E. CLAYTON, *Doctor of Public Service*

1994

DAVID P. ROSELLE, *Doctor of Law*

CHARLES E. SWOPE, *Doctor of Public Service*

1995

WILLIAM A. BOUCHER, *Doctor of Public Service*

1996

CURT WELDON, *Doctor of Public Service*

ELINOR Z. TAYLOR, *Doctor of Public Service*

1997

JACOB LAWRENCE, *Doctor of Fine Arts*

1998

CHAIM POTOK, *Doctor of Humane Letters*

MARIAN WASHINGTON, *Doctor of Public Service*

1999

PASQUALE W. "PAT" CROCE, JR., *Doctor of Public Service*

CLIFFORD E. DeBAPTISTE, *Doctor of Law*

2000

DAVID P. HOLVECK, *Doctor of Public Service*

IRWIN H. POLISHOOK, *Doctor of Public Service*

2001

ALAN G. MACDIARMID, *Doctor of Science*

F. EUGENE DIXON, JR., *Doctor of Public Service*

2003

WILLIAM H. COSBY, JR., *Doctor of Public Service*

LISA SCOTTOLINE, *Doctor of Law*

2004

DANA GIOIA, *Doctor of Humane Letters*

JAMES M. RUBILLO, *Doctor of Science*

2005

HOWARD DODSON, *Doctor of Humane Letters*

2006

MOLLY D. SHEPARD, *Doctor of Humane Letters*

FELIX ZANDMAN, *Doctor of Science*

2007

CAROL WARE GATES, *Doctor of Public Service*

2009

RICHARD D. MERION, *Doctor of Public Service*

## President's Medallion for Service

1986

EMILIE KESSEL ASPLUNDH

JANICE WEIR ETSHIED

W. GLENN KILLINGER

1987

THOMAS B. CHAMBERS

T. FRANK GANNON

WILLIAM E. HUGHES

MICHAEL J. JONES

SARA L. SCHMID

KURT STRAUSS

1989

ATSUSHI MINOHARA

MASAYOSHI TANAKA

1990

CLIFFORD E. DeBAPTISTE

1991

MORGAN DOWD

ADELYENE KELLY

ALVY KELLY

1992

STANLEY J. YAROSEWICK

1993

ALBERT E. FILANO

1994

JAMES L. LARSON

F. JOSEPH LOEPER

1995

CARLOS R. ZIEGLER

1997

RAY M. MINCARELLI, JR.

ROSANNE D. MINCARELLI

1998

HENRY A. JORDAN

BARBARA M. JORDAN

JOHN F. UNRUH

1999

LITTLETON G. MITCHELL

2000

MURIEL BERMAN

LARRY MENDTE

2002

MARTIN R. BERNDT

2004

DONALD MCILVAIN

MARTHA FORD MCILVAIN

2006

MARY RITA FILANO

2007

JANE HOFFER FEATHERMAN

JOHN A. FEATHERMAN III

BRUCE A. STEVENS

2008

ANTHONY DiBONAVENTURA

2009

EMILY JANE LEMOLE

GERALD LEMOLE

SANDRA PRITCHARD MATHER



## Council of Trustees Achievement Awards

<b>1985</b> FRANK GROSSHANS CHARLES C. SOUFAS, JR.	<b>1995</b> RICHARD E. BLAKE FRANK E. FISH
<b>1986</b> RICHARD W. FIELDS	<b>1996</b> JEROME M. WILLIAMS
<b>1987</b> MARSHALL J. BECKER WACLAW SZYMANSKI	<b>1997</b> STERLING E. MURRAY
<b>1989</b> CHRISTOPHER BUCKLEY LARRY A. NELSON	<b>1998</b> KOSTAS MYRSIADES
<b>1990</b> PAUL STOLLER	<b>2000</b> RICHARD EPSTEIN CLAUDE FOSTER
<b>1992</b> MARY E. CRAWFORD	<b>2001</b> RUSSELL VREELAND

<b>2002</b> STACEY SCHLAU
<b>2003</b> MICHAEL A. PEICH
<b>2004</b> ROBERT MAGGIO
<b>2006</b> SANDRA FOWKES-GODEK
<b>2007</b> C. JAMES TROTMAN
<b>2008</b> LYNDA BALOCHE
<b>2009</b> LISA KIRSCHENBAUM

## Faculty Merit Awards

<b>1982-1983</b> DIANE O. CASAGRANDE MARY A. KEETZ JANE E. SHEPPARD CHARLES H. STUART	<b>1990-1991</b> BENJAMIN WHITTEN
<b>1983-1984</b> ELIZABETH A. GIANGIULIO KOSTAS MYRSIADES LOIS WILLIAMS	<b>1991-1992</b> CHRISTOPHER BUCKLEY
<b>1984-1985</b> FRANK E. MILLIMAN RUTH I. WEIDNER	<b>1992-1993</b> WILLIAM TOROP
<b>1986-1987</b> G. WINFIELD FAIRCHILD KOSTAS MYRSIADES	<b>1993-1994</b> LOUIS CASCIATO
<b>1987-1988</b> WALLACE J. KAHN STERLING E. MURRAY ARLENE C. RENGERT	<b>1995-1996</b> T. OBINKARAM ECHEWA PHILIP RUDNICK
<b>1988-1989</b> PAMELA HEMPHILL	<b>1996-1997</b> RICHARD E. BLAKE REBECCA PAULY ELISE A. TRIANO
<b>1989-1990</b> MADELYN GUTWIRTH JOAN HASSELQUIST	<b>1997-1998</b> H. JAMES BURGWIN JASMIN T. MCCONATHA
	<b>1998-1999</b> DONNA L. USHER PAUL A. STOLLER
	<b>1999-2000</b> LEIGH SHAFFER RICHARD WOODRUFF

<b>2000-2001</b> MARTHA POTVIN KARIN VOLKWEIN
<b>2001-2002</b> RONALD GOUGHER
<b>2002-2003</b> FRANK E. FISH C. GIL WISWAL
<b>2003-2004</b> HELEN BERGER GAIL GALLITANO
<b>2004-2005</b> CLYDE GALBRAITH FRANK HOFFMAN
<b>2005-2006</b> WEI WEI CAI FRANK HOFFMAN
<b>2006-2007</b> JOHN BAKER V. KRISHNA KUMAR
<b>2008-2009</b> GOPAL SANKARAN

## Distinguished Teaching Chairs

<b>1982-1983</b> FRANK A. SMITH JANE B. SWAN
--

## Lindback Distinguished Teaching Award

<b>1998</b> ERMINIO BRAIDOTTI	<b>2001</b> ANNE-MARIE MOSCATELLI	<b>2006</b> CHARLES GROVE
<b>1999</b> SUSAN C. SLANINKA	<b>2002</b> GAIL BOLLIN	<b>2007</b> DOUGLAS MCCONATHA
<b>2000</b> W. BENNETT PETERS	<b>2005</b> DENA BEEGLY	<b>2008</b> MARGARETE LANDWEHR
		<b>2009</b> LEEANN SROGI



## Irving Hersch Cohen Faculty Merit Award

1990  
DOROTHY NOWACK

1991  
GEORGE CLAGHORN

1993  
JUDITH FINKEL

1994  
RICHARD VELETA

1995  
DEBORAH MAHLSTEDT

1997  
IRENE G. SHUR

1998  
DIANE O. CASAGRANDE

1999  
JOHN J. TURNER

2001  
ROBERT MAGGIO  
KENNETH L. LAUDERMILCH

2002  
HENRY GRABB

2003  
DAVID SPRENKLE

2004  
JAMES MCVOY

2005  
CARL CRANMER

2006  
OVIDIU MARINESCU

2007  
LARRY NELSON

2008  
JOHN VILLELLA

2009  
CHRISTOPHER HANNING

## Distinguished Faculty Award

1974-1975  
THOMAS A. EGAN, *Teaching*  
E. RILEY HOLMAN, *Teaching*  
MICHAEL A. PEICH, *Teaching*

1975-1976  
WALTER E. BUECHELE, JR., *Service*  
CARMELA L. CINQUINA, *Service*  
PHILLIP B. DONLEY, *Service*  
GEORGE W. MAXIM, *Teaching*  
EDWARD N. NORRIS, *Service*  
PHILIP D. SMITH, JR., *Teaching*  
WILLIAM TOROP, *Teaching*

1976-1977  
ROBERT E. BYTNAR, *Service*  
ANDREW E. DINNIMAN, *Service*  
IRENE G. SHUR, *Teaching*  
RUSSELL L. STURZEBECKER, *Service*

1977-1978  
MARC L. DURAND and ROBERT F. FOERY  
(*Joint Project*), *Service*  
BERNARD S. OLDSEY, *Service*  
GEORGE F. REED, *Teaching*  
RICHARD I. WOODRUFF, *Teaching*

1978-1979  
ROBERT E. CARLSON, *Service*  
JOHN J. TURNER, JR., *Teaching*  
C. RALPH VERNON, *Teaching*  
ROBERT H. WEISS, *Service*

1979-1980  
CAROLYN B. KEEFE, *Teaching*  
JOHN A. MANGRAVITE, *Teaching*  
PHILIP D. SMITH, JR., *Service*  
NORBERT C. SOLDON, *Service*

1980-1981  
LOUIS A. CASCIATO, *Teaching*  
PHILIP B. RUDNICK, *Service*  
FRANK A. SMITH, JR., *Teaching*  
JANE B. SWAN, *Teaching*  
JOSEPH M. THORSON, *Service*



# ACADEMIC CALENDAR 2010 – 2011

## FALL SEMESTER 2010

August 28 – 29	Residence halls open
August 30	Classes begin – 8 a.m.
	Late Registration and Drop/Add
September 6	Labor Day (no classes)
September 9	Rosh Hashanah*
September 18	Yom Kippur*
October 11 – 12	Fall break (no classes)
November 24	Thanksgiving recess begins – 8 a.m.
November 29	Thanksgiving recess ends – 8 a.m.
December 11 – 12	Reading days
December 13	Last day of classes
December 14 – 18	Examination period
December 19	Commencement (undergraduate)
December 20	Commencement (graduate)

## SPRING SEMESTER 2011

January 17	Martin Luther King, Jr. Day (no classes)
January 18	Classes begin – 8 a.m. Late Registration and Drop/Add
March 4	Spring break begins – 5 p.m.
March 14	Spring break ends – 8 a.m.
April 19	Passover*
April 22	Good Friday*
April 29	Last day of classes
May 2 – 6	Examination period
May 7	Commencement (undergraduate)
May 9	Commencement (graduate)

Please consult the current course schedule and the University's Web site ([www.wcupa.edu](http://www.wcupa.edu)) for the most up-to-date calendars, including the one for summer and for 2011-12.

\*Although the University will be in session, no examinations are to be administered on these major Christian and Jewish holy days. All members of the academic community are also expected to be considerate of and provide appropriate accommodations to students of other faiths when assignments, exams, and other course requirements fall on the major holy days of their religions.

## Weather Alert Notification

<http://www.wcupa.edu/dps/emergency/WeatherEmergency.asp>

When adverse weather conditions affect the routine operation of the University, information regarding class cancellations, delayed openings, and/or University closings will be publicized via multi-faceted communication media including the following:

- **Text messages to WCU Alert subscribers.** WCU has contracted with e2campus to provide the service WCU ALERT, which sends subscribers direct text messages of WCU announcements, including class cancellations, delayed openings, University closings, on-campus emergencies, and the occasional test message. WCU ALERT provides the most effective way to communicate safety to all students, faculty, and staff, wherever they are. WCU ALERT is completely free to sign up, but phone carriers may charge for receiving text messages. WCU ALERT will not deliver any kind of advertising content, and phone numbers will not be shared with any third parties. Click here for more information and to sign up <http://www.wcupa.edu/wcualert/>.
- **Mass e-mails to students, faculty, and staff.** Because WCU-assigned e-mail accounts for employees and students will be used as one of the primary layers of communication for weather-related as well as emergency alerts, all employees and students

are required to activate and maintain regular access to their University-provided e-mail accounts.

- **Posted on WCU's homepage at <http://www.wcupa.edu>.** The most up-to-date and specific information, including weather developments, event cancellations and postponements, or changes to the final exam schedule, will be posted on the WCU homepage.
- **Recorded message on WCU's Information Line, 610-436-1000.**
- **Broadcast on many radio and TV stations.** Some radio and TV stations use a system of code numbers rather than school names for cancellations and announcements. **West Chester University's code numbers are 853 for cancellation of day classes and 2853 for evening classes, and at <http://www.wcupa.edu/dps/emergency/WeatherEmergency.asp>.** Because radio and TV stations are generally not able to provide specific information, the most accurate and detailed announcements will be maintained on WCU's homepage at <http://www.wcupa.edu>.



# Index

## A

- Academic
  - calendar, 123
  - information and regulations, 15-25
  - Integrity Policy, 18-21
  - probation/dismissal, 7
- Acceptance fee, 11
- Accounting, 40
- Accreditation, ii
- Active status, 15
- ADA Policy and Accommodations, ii
- ADA Policy Statement, 25
- Adding a course, 16
- Address changes, 22
- Administration, 32-34
  - of the University, 107
- Admission, 4-7
  - of international students, 6-7
  - requirements, 4-5
  - to degree candidacy, 8
  - to teacher education for certification, 22-23
- Advisory system, 16
- Affirmative Action Policy, ii
- Anthropology and Sociology, 35
- Applicable catalog year, 15
- Application
  - deadline, 4
  - fee, 10-11
  - for graduation, 22
  - procedure, 4
  - to degree candidacy, 8
- Applied
  - Music, 83-85
  - Statistics, 80-82
  - Studies in teaching and learning *See* Early and Middle Grades Education
- Art, 35-36
- Assistantships, 13-14
- Astronomy, *See* Geology and Astronomy
- Audit fee, 11
- Auditor status, changing to, 16
- Auditors, 6
- Awards (faculty), 119-122
- Awards and grants, *see* Financial Aid

## B

- Biology, 36-38
- Board of Governors, 106
- Bookstore, 27
- Business Administration, 38-39

## C

- Calendar, academic, 123
- Campus, 3
- Career Development Center, 28
- Certificate
  - for individual programs, *see* Graduate Programs of Study, 2
  - in administration, 32
  - of advanced graduate study, 55
  - program policy, 5

- Certification, teaching, 22-23
  - for individual programs, *see* Graduate Programs of Study, 2
- Change
  - in name or address, 22
  - in program, 16
  - of status, 16
- Check Policy, Uncollectible, 10
- Chemistry, 42-43
- Children's Center, 29
- Classification of students, 15
- Clinical Psychology, *See* Psychology
- Commencement fee, 11
- Commonwealth of Pennsylvania, 106
- Communication Studies, 43-45
- Communications Directory, ii
- Communicative Disorders, 45-46
- Comprehensive examination, 22
- Computer Science, 47-48
- Computing services, *See* Information Services
- Continuous enrollment, 15
- Council of Trustees, 107
- Counseling and Educational Psychology *see* Counselor Education
- Counselor Education 49-51
- Counseling and Psychological Services, Department of, 30
- Course
  - audit fee, 11
  - load, *See* Enrollment classification
  - numbering system, 16
  - Repeat Policy, 17
- Credit by Examination, 16
- Credit, transfer of, 6, 16
- Criminal Justice, 51-52
- Crossover registration fees, 11

## D

- Damage fee, 11
- Deadline, application, 4
- Defense of master's thesis, 22
- Degree
  - candidacy, 8
  - programs, 2
  - requirements, 8
  - students (matriculated students), 15
  - See also* individual program listings
- Direct Loans, 13
- Direct Graduate PLUS Loans, 13
- Directions to West Chester, 3
- Directory Information-Rights and Privacy Act of 1974, 25
- Dropping a course, 16

## E

- Early and Middle Grades Education, 53-57
- Earth and Space Science, *See* Geology and Astronomy
- Economics and Finance, 40
- Educational
  - services fee, 9

- specialist certification, 23
- Elementary
  - Education, *See* Early and Middle Grades Education
  - School Counseling, 49
- English, 57-61
- Enrollment classification, 15
- Entrepreneurial Education, Graduate Certification, 96
- Examinations, other, 22

## F

- Faculty, 108-122
- Family Educational Rights and Privacy Act, (FERPA), 24-25
- Federal
  - Perkins Loan Program, 12
  - Work Study, 14
- Fee refunds, 10
- Fees and expenses, 8-11
- Fees for crossover registration, 11
- Finance, *See* Economics and Finance
- Financial aid, 11-14
- Foreign Languages, *See* Languages and Cultures
- Formal admission to teacher education for certification, 22-23
- Francis Harvey Green Library, *See* Library Services
- Frederick Douglass
  - Graduate Assistantships, 13
  - Institute, 23-24
  - Society, 29-30
- French, *See* Languages and Cultures

## G

- General fee, 8-9
- Geography and Planning, 62-63
- Geology and Astronomy, 63-65
- Gerontology, *See* Anthropology and Sociology
- Good standing, 7
- Grade
  - appeals, 17-18
  - change policy, 17
  - definitions, 17
  - reports, 17
- Grading system, 16-17
- Graduate
  - assistantships, 13
  - certificate program policy, 5
  - degree programs, 2
  - Management Admission Test, 5
  - Record Examination, 5
  - residence assistants, 13
  - Student Association, 29
  - Student Association fee, 9
  - Studies, Office of, 3
  - Studies at West Chester, 3
- Graduation, application for, 22
- Grants, *See* Financial Aid



**H**

- Health
  - and Wellness Center, 27
  - Center fee, 8-9
  - Department of, 65-68
- Higher Education Counseling, 50
- History, 69-70
  - of the University, 3
- Holocaust and Genocide Studies, 71
- Honor societies, 30
- Honors and awards (faculty), 119-122
- Housing, 26
  - deposit, 11
  - fee, 9
  - refunds, 10
- How to Reach West Chester, 3
- Human Resources Management, M.S.A., 33

**I**

- Identification card fee, 11
- Individualized Concentration, M.S.A., 33
- Industrial/Organizational Psychology, *See* Psychology
- Infirmity, *See* Health Center
- Information Services, 27
- Institute for Women, 29
  - graduate grant, 14, 29
- Instrument rental fees, 11
- Insurance, *See* Health Center
- Integrity Policy, 18-21
- International
  - education, 29
  - students, 6-7

**K**

- Kinesiology, 71-74

**L**

- Late payment fee, 11
- Late registration fee, 11
- Leadership for Women, 34, 76-77
- Leave of absence, 16
- Library Services 26
- Linguistics, 77-78
- Literacy, 78-79
- Literature, *See* English
- Loans, *See* Financial Aid
- Long-Term Care, M.S.A., 34

**M**

- Management, 41
- Marketing, 41-42
- Master's degree, requirements for, 8
- Mathematics, 80-82
- Matriculation fee, 4
- M.B.A., 38-39
- Meal fee, 9
- Meal refunds, 10
- Miller Analogies Test, 6
- Mission and Values Statements, i
- M.S.A., 32-33
- Multicultural Affairs, 28
- Music, 82-90
  - Applied, 83-85
  - Education, 86-88
  - History and Literature, 88-89
  - instrument rental fees, 11
  - Theory/Composition, 89-90

**N**

- Name change, 22
- "No Grades," removing, 17
- Nondegree students, 15
- Nondiscrimination/Affirmative Action
  - Policy, ii
- Notification of admission, 4
- Nursing, 90-92

**O**

- Obtaining transcripts, 21
- Off-Campus and Commuter Services, 26
- Off-Campus Housing, 26-27

**P**

- Parking fee, 11
- Partial Payment Policy, 10
- Pass/Fail Grades, 16
- Payment of fees, 10
- Pennsylvania Teacher Intern Certification
  - Program, 23
- Perkins Loan Program, 12
- Philosophy, 92-93
- Physical Education, *See* Kinesiology
- Placement, *See* Career Development Center
- PLUS Loan, Direct Graduate, 13
- Poetry Center, 24
- Political Science, 94
- Probation, academic, 7
- Procedure for application to degree
  - candidacy, 8
- Professional
  - and Secondary Education, 95-97
  - certificates, 22-23
- Programs of Study, 2
- Provisional matriculation, 15
- Psychology, 97-99
- Public Administration, M.S.A., 34, 94
- Public Health, *See* Health
- Public Safety, 28

**R**

- Reading, *See* Literacy
- Readmission, 7, 16
- Reapplication for degree candidacy, 8
- Recreation and Leisure Programs, 30
- Refund Policy, 10
- Regional Planning, M.S.A., 34, 62
- Registration, 15
- Removing "No Grade," 17
- Repeat Policy, 17
- Requirements for
  - admission, 4-5
  - degree candidacy, 8
  - Master of Education degree, 8
  - Master's degree, 8
  - Research requirements, 22
- Residence Hall Graduate Assistants, 13-14
- Responsibility, student, 4
- Room and Board, *See* Housing fee

**S**

- Scholarships and Awards, 14
- School Health, *See* Health
- Second master's degree, 22
- Secondary
  - Education, 95-97
  - School Counseling, 49-50

Teaching Certification, 95

- Senior Citizen Policy, 6
- Services for Students with Disabilities, 27
- Sexual Harassment Policy, ii
- Snow days, *See* Storm Closings
- Social Work, Graduate, 99-102
- Sociology, *See* Anthropology and Sociology
- Spanish, *See* Languages and Cultures
- Special Education, 102-103
- Speech and Hearing Clinic, 28
- Speech Pathology, *See* Communicative Disorders
- Sport and Athletic Administration, M.S.A., 34, 73
- Status
  - active, 15
  - change of, 16
- Storm Closings, 123
- Structure of the University, 31
- Student
  - Consumer Rights and Responsibilities, 12
  - Responsibility, 4
  - services and living, 26-30
- Submitting the thesis for binding, 22
- Summer Sessions, 15
- Sykes Union
  - Building, 29
  - expansion fee, 9
  - fee, 8

**T**

- Teaching and Learning with Technology, 96
- Teaching Certification, 22-23
- Teaching English as a Second Language, 104
- Technology Tuition Fee, 9
- Theatre and Dance, 105
- Thesis binding, 22
- Time to complete the degree program, 15
- Training and Development, M.S.A., 34
- Transcript fee, 11
- Transcripts, obtaining, 21
- Transfer of credit, 6, 16
- Tuition, 8

**U**

- Uncollectible Check Policy, 10
- Undergraduate
  - courses, fees for crossover registration, 11
  - courses for graduate credit, 16
- Undergraduates (taking graduate courses), 6
- University Services and Student Living, 26-30

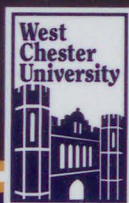
**V**

- Values Statement, i
- Vehicle registration, 28
- Veterans Affairs, 29
- Vision Statement, i

**W**

- West Chester, how to reach, 3
- Withdrawal procedure, 10, 16
- Withdrawal/enrollment change and aid, 12
- Women's Center, 29
- Women's Studies, 105
- Work Study, Federal, 14
- Workshops, 16





**Office of Graduate Studies and Extended Education**  
**McKelvie Hall**  
**102 West Rosedale Avenue**  
**West Chester, PA 19383**  
**Telephone: 610-436-2943**  
**E-mail: [gradstudy@wcupa.edu](mailto:gradstudy@wcupa.edu)**  
**[WWW.WCUPA.EDU/GRAD](http://WWW.WCUPA.EDU/GRAD)**